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To determine community attitudes toward the position of elementary school principal, data were gathered in a Pacific Coast community in 1965 through role norm inventories completed by 367 teachers, 22 principals, the seven members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents. Findings indicate that conflicting views of the principal's role are held both by the principals themselves and by the other populations studied. With the principal identified partly as an administrator and partly as a member of the teaching staff, he tends to be associated in part with each of the roles and not completely with either. This role ambiguity may lead to low morale and to ineffective performance by elementary school principals. Appendices include the elementary school principal role norm inventory and analyses of scores for self-expectations of principals, principals' perceptions of the expectations of others, and actual expectations of others. A related document is ED 014 126. (JK)

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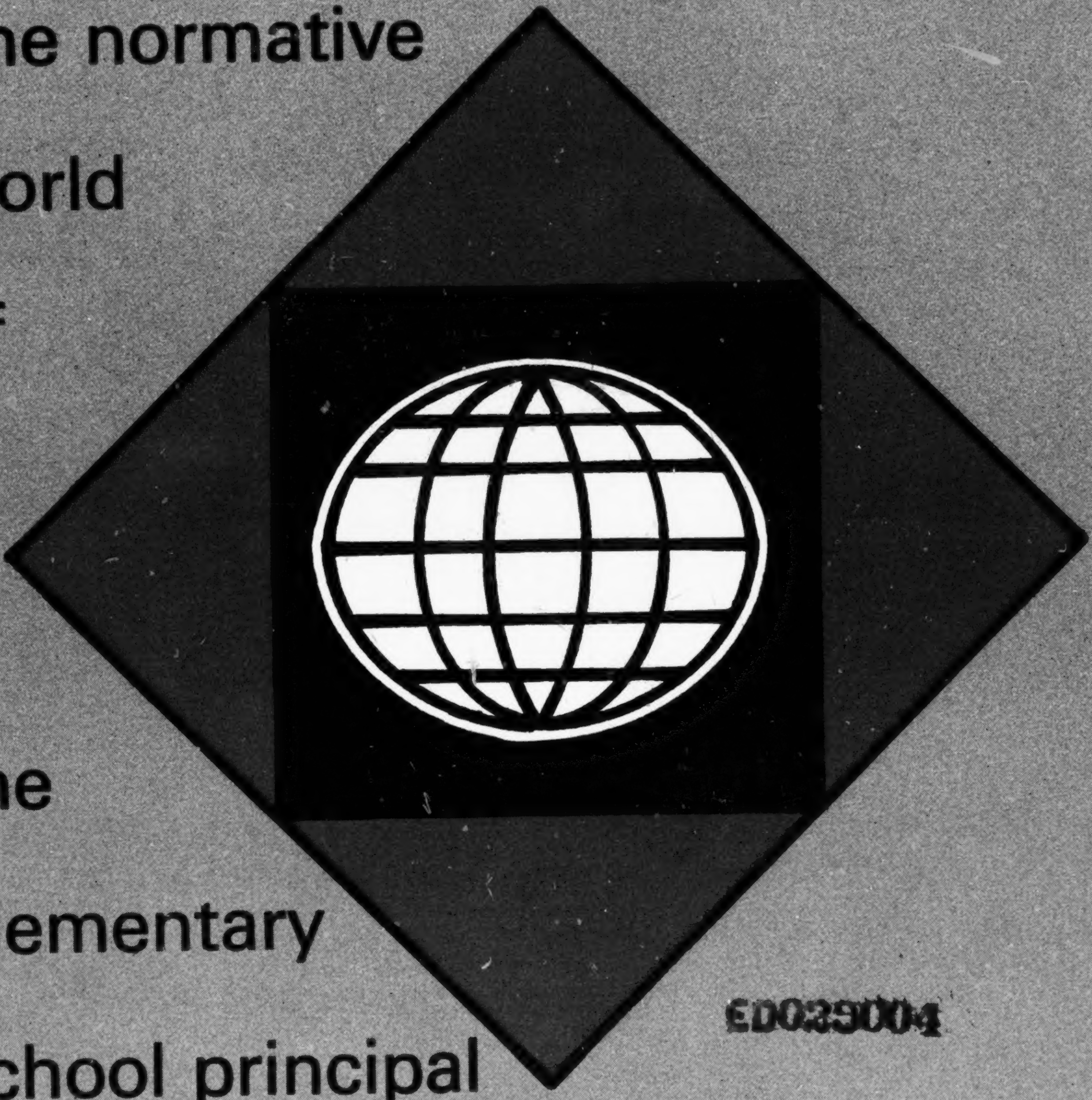
The normative world of the elementary school principal



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John M. Foskett

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The normative world of the elementary school principal

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John M. Foskett

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Foreword

CASEA

The research findings reported in this monograph are based on a study conducted as part of the research program of the Center for the Advanced Study of Educational Administration. CASEA is a national research and development center which was established in 1964 at the University of Oregon under the provisions of the Cooperative Research Program of the United States Office of Education.

The Center's program is concerned with the internal organization and functioning of public educational institutions and educational systems and with the relationships of these institutions and systems to the larger environments in which they are located.

The Author

John M. Foskett is professor of sociology at the University of Oregon and research associate at the Center for the Advanced Study of Educational Administration. Professor Foskett completed his doctoral work at the University of California at Berkeley. From 1951 to 1957 he directed a series of community studies as part of the research program of the Northwest Project of the Cooperative Program in Educational Administration (CPEA). This program was supported by the Kellogg Foundation. Articles reporting this research have appeared in a number of educational journals.

Dr. Foskett has contributed chapters to several books in the fields of sociology and educational administration. These include: American

Association of School Administrators, Thirty-Seventh Yearbook, *Educational Administration in a Changing Community* (Washington, D.C.: American Association of School Administrators, 1959); Marvin B. Sussman (Ed.), *Community Structure and Analysis* (New York: Thomas Y. Crowell Company, 1959); and Donald E. Tope et al., *The Social Sciences View School Administration* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965).

The Study

The data for this study were gathered in a Pacific Coast Community during February and March, 1965. Role norm inventories were completed by 367 teachers, 22 principals, the 7 members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents of elementary school pupils. Harry F. Wolcott, associate professor of education at the University of Oregon and research associate at CASEA, was associate project director for the study.

The findings reported here are based on a study of the community normative structure as it pertains to the position of elementary school *principal.* A companion monograph, *The Normative World of the Elementary School Teacher*, published previously by CASEA, was devoted to the position of elementary school *teacher*.

During 1967, this study was replicated by Dr. Foskett in two additional, contrasting communities. Data from these surveys will provide the basis for a comparative analysis of the studies in a future CASEA monograph.

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CHAPTER 1

Introduction and research design

The fact that public education operates within the context of the wider community means that an understanding of educational organization and administration, together with the many problems confronting the schools, must include an analysis of the relationship of the educational enterprise to relevant features of the wider social system. While it is obvious that public school affairs are interrelated in a variety of ways with the people and activities of the community and that this relationship imposes a wide range of possibilities and limitations upon the activities of the schools, the details of this relationship are far from obvious. Although the basic idea of the interdependency of the schools and the community is suggestive and promising, it can be of little use in the formulation of policies and the development of concrete programs until detailed and empirical investigation uncovers the types and forms of the relationship.

Many of the problems experienced by school officials in the administration of the educational program, by teachers as they work with students and with parents, by students as they engage in school activities, by the citizens in their efforts to understand or influence the work of the schools, and by the several other segments of the community as they find themselves involved in the educational process, are a consequence of basic features of the context within which individuals and groups carry on their activities. For example, what is sometimes seen as failure or inadequacy on the part of public school personnel may be a result of divergent goals of school officials and the people of the community. What may appear as a lack of motivation by students may be a matter of ambiguities in the role of youth. What at first glance is viewed as lethargy on the part of the general public may turn out to be a function of the position of certain segments of the population in the total social system. Indeed, what sometimes looks like opposition by individuals or groups to the educational program may be more a matter of differential access to information about educational policies.

If one accepts the basic premise that the public schools carry on their activities within the context of the wider community, then these and other problems can be better understood if the nature of the context is known.

There are a number of approaches that an investigator may follow in a study of the community context of public school education. Broadly, the various approaches may be grouped under two main types: (a) a study of the "organizational setting" of the community, and (b) a study of the "normative setting" of the community.

The organizational setting

The most frequently used approach to the study of the community setting of public school education is the systematic observation of the various governmental units, voluntary associations, officials, community leaders, and other individuals or groups that in one way or another impinge upon the policies and activities of the schools. Such observations typically pertain to the membership and activities of the various organizations or groups, their functional relationships with each other and with the educational program, the values and policy positions of each organization or group as they relate directly or indirectly to the affairs of the schools, the actual part played by different groups and functionaries in the outcome of specific educational issues, and the like. As an example, studies of this type may focus on the power or influence exercised by community leaders in the formulation or modification of educational policies.

Research of this order, particularly when it involves the comparison of data from several communities, can lead to significant findings and have important implications for the policies and practices of school districts.

The normative setting

A second approach, and the one to be followed here, is to focus attention on the rules or norms that individuals have for themselves and for each other. Rather than observe the actual behavior of individuals or groups, the investigator looks at the normative structure in the form of the expectations that individuals have for themselves and for each other and that guide behavior and relate individuals and groups to each other.

It is true that behavior does not correspond exactly to the rules or norms that individuals accept for themselves and that there may be even less correspondence between behavior and the role expectations of others. At the same time, there is a relationship to the extent that behavior is significantly conditioned or controlled. The extent to which behavior corresponds to the normative structure will vary from individual to individual, from role norm to role norm, and from time to time. The nature and extent of this correspondence is an empirical question and is subject to systematic investigation.

Assumedly, if there were high agreement among all individuals in a given social system regarding the rules of behavior for every situation, and these rules were explicit, interpersonal and intergroup interaction would tend to be orderly. Conflict would be at a minimum. If, on the other hand, different individuals were to have widely different notions as to what is correct behavior in given situations and the various rules were ambiguous, one would expect stresses and strains in social relations, difficulties in role performance, and a maximum of conflict. It is in this sense that much can be learned about behavior from an analysis of the state of the normative structure, particularly the stresses and strains built into the system of rules of a society.

Thus the normative approach goes behind the organizational structure and seeks to account for certain features of the organizational structure in terms of characteristics of the normative structure. While the choice between these two approaches is in part a matter of judgment on the part of an investigator, the study of the normative structure may be viewed as logically prior to the study of the organizational structure and, in a sense, more basic. Even granting the reciprocal relationship of the organizational and normative structures, the latter may be less affected by current events and the unique elements in any given situation or community. Ultimately, these two approaches have a common universe of investigation. They differ in their conceptual schemes and each has its own strategy of inquiry. However, the tested findings of one should complement the findings of the other and eventually the findings of each should be reducible to the other.

THE CONCEPTUAL FRAMEWORK

The design of the study reported here is based on an explicit conceptual framework built around the central concepts of *position* and *role.*

Position

One of the most obvious features of human social behavior is the division of labor whereby different individuals engage in different kinds of activity and are guided by different rules of conduct. The nature and extent of these differences are revealed by the labels individuals use in identifying or characterizing each other, such as minister, farmer, teacher, plumber, lawyer, engineer, foreman, husband, father, student. Other labels refer to religious affiliation, political preference, official office, leisure time activities, and a host of special activities identified with given individuals.

Because social behavior always involves individuals acting toward specified other individuals, there is always some kind of relationship between acting individuals. The term position refers to this relationship. The position of teacher involves a relationship between teacher and pupil. The position of husband involves a relationship between husband and wife. It is then in the sense of a relationship between individuals that one can speak of social *position* (status).

In any social system, be it large or small, there is a finite number of empirically identifiable positions and each individual in the society occupies a number of such positions. The particular positions that individuals occupy are not random or always a matter of choice. Some positions are ascribed in the sense that individuals are assigned to them by virtue of such characteristics as age and sex. Other positions are acquired over time by reason of some kind of effort. This is the case for such positions as president of an organization, parenthood, teacher, and opera singer. However, some positions are easier to acquire than others. For many positions there are entrance requirements such as educational level, special abilities, age, experience, ethnic background, and wealth.

Some positions are sequential in that a prior position must be occupied before a subsequent position can be acquired. This is typically the case for positions based on age, educational level, tenure, or experience. One must occupy the position of public school pupil before that of a college student, and that of an apprentice before that of a journeyman.

There are many other limitations to the occupancy of positions. Some positions are mutually incompatible or exclusive in that it is difficult or impossible for an individual to occupy both of them at the same time. An individual cannot easily occupy the positions of child and married person simultaneously. In some cases the incompatibility of positions is recognized by law or custom. Thus members of the President's Cabinet are not permitted to own stock in firms holding government contracts. In many cases, however, individuals voluntarily move into and out of positions so as to minimize the extent of the incompatibility experienced. It is for this reason that certain combinations of positions are infrequently occupied simultaneously. Conversely, certain positions appear to be mutually reinforcing or functionally interdependent to the extent there is some tendency for an individual who occupies one position to also occupy a related position.

A persistent difficulty in the use of the concept of position is that of determining the extent of relationships constituting a position, i.e., the boundary lines for a position. Sometimes the concept is used to refer to a highly restricted set of relations such as the position of blackboard monitor in a public school classroom, sometimes to a wider range of relationships such as that of pupil, and sometimes even to the wider set of relationships associated with youth.

A simple resolution of this difficulty is provided by holding that positions can be conceived of at different levels of inclusiveness and that a more inclusive position is composed of a number of less inclusive positions. This resolution is not completely satisfactory for it may lead to a degree of fuzziness in any systematic analysis of a structure of positions.

An alternative resolution is provided by relating the notion of position to a given social structure. Thus, if the social structure under observation is limited to housekeeping relationships in a public school classroom, then for that universe of behavior blackboard monitor is a complete position. If, on the other hand, the social structure under observation is the total classroom, then classroom pupil is the total position. But if the social structure being observed is the community or a total society, then youth may be the relevant position to describe the relationships of an individual to other individuals. Another way of stating this view is to make position relevant to a given population of actors in a given situation rather than a fixed entity for any and all situations.

The relating of position to a given social system of population has another advantage in that it resolves the apparent problem of overlapping positions such as businessman and community leader. In addition, the variable use of the concept of position suggested here eliminates the need to distinguish between active and passive positions at any one moment in time for a given actor.

In part, the problem of inclusiveness and exclusiveness in identifying and differentiating between positions would appear to be related to the almost universal practice of using folk language as a classification scheme for positions. In any culture, over a period of time, traditional labels are developed as a means of designating the positions of individuals, i.e., their relationships with each other. These labels may refer to occupation (lawyer or teacher), socioeconomic status (upper class or professional), legal status (prisoner or alien), kinship status (brother or aunt), physical characteristics (male or midget), official office (mayor or state senator), organizational membership (Legionnaire or member of AMA), functions performed (leader or entertainer), and a number of other ways of designating "place" in a social system. These labels vary in scope of relationships and crisscross each other. When used in the folk language there was implicit in each case, even though never stated, a relevant population, social system, or situation.

When social scientists began to analyze human behavior in terms of positions occupied, this folk language was taken over as a classification scheme. However, the original implicit relevant population, social system, or situation was more or less ignored and the several positions were given a sort of absolute quality. Because the folk labels were based on socially recognized differences in relationships, they could not avoid reflecting these differences. If the implicit relevancy of these labels was to be made explicit, much of the confusion regarding the boundaries of position would be avoided.

For any society there tends to be a relatively stable and persistent pattern of positions. Given a finite number of positions based on the functions to be performed, established requirements for entrance into positions, patterns of sequences from one position to another, and patterns of simultaneous position occupancy, there is an overall structure to the system of positions. For any given society this structure can be identified empirically and treated as an independent variable in the explanation of a wide range of theoretical problems regarding social phenomena.

Role

The above discussion of the concept of position was necessarily abstract and general due to the fact that the concept itself does not have an immediate empirical referent. Rather, it represents a way of thinking about the relationship of individuals to each other and points to the basic fact of a division of labor in society. Ultimately, the concept of position can be given empirical content only in terms of the patterns of behavior associated with each position. This is done by means of the related concept of role.

The starting point for the present discussion of the concept of role is the observation that most, if not all, human social behavior takes place in some kind of a recurrent situation. While new types of situations emerge from time to time, they either do not happen again, and hence are nonexistent as far as human behavior is concerned, or they become recurrent. Examples of recurrent situations are: the introduction of strangers to each other; a housewife buying food at a grocery store; a worship service in a church; borrowing money at a bank; the entertainment of friends at dinner; being a patient in a hospital; attending a concert; visiting a sick friend; a marriage ceremony; a game of tennis; and the celebration of a wedding anniversary. A review of all activities of an individual during a given day will identify literally hundreds of recurrent situations, some so commonplace that one hardly recognizes them as situations. In some instances, such as birth and death, the situation may not be recurrent for the individual but is recurrent for society as a whole.

For any particular recurrent situation, a number of different ways of acting are potentially possible, but, in the course of time, a particular way of acting comes to be preferred over other ways, comes to be generally recognized as the "best" way of acting, and thereby becomes a rule or norm for designated actors in that situation. In some instances it would appear that the particular selection, such as driving on the right hand side of the road, is more or less accidental and arbitrary. In other instances, such as respecting other peoples' private property, the selected way of acting may be more functional than others for the group. In the context of the present discussion, the nature of the process of selection is less important than the fact such a selection does take place. The simple fact is that there are norms identified with specific recurrent situations. Always these norms are for a given relevant population and they may vary from one population to another.

The extent to which behavior norms are situation linked is revealed by such familiar phrases as "You put me in such a position that I cannot refuse," "The situation was such that I had to conceal the truth," or "What would you do in such a situation?" Indeed, implicit in all social norms, if not explicitly stated, are the situations in which the norms apply.

Typically, there is more than one norm for each actor in a given recurrent situation. In such a simple situation as that of an individual introducing two strangers to each other at a dinner party in a private home, there are norms as to which of the two strangers is presented to the other, the forms of address used, and the nature and extent of the identification of each. Similarly, there are several norms regarding the behavior of the strangers toward each other at the time of introduction as well as toward the person making the introduction.

The several norms for a given actor in a given situation constitute an empirically observable unit in that they appear together as a set or complex of rules of behavior for that situation. Such units constitute the basic elements of which roles are composed. In the above example, the set of rules for an actor who is introducing two strangers is a part of a yet larger set of norms that make up a role such as that of "hostess." The number of these basic units or role elements is large even for such a specific role as hostess.

The basis for the combining of role elements to form roles is the category or group of persons (positions) toward which an individual is acting. Thus a person occupying a given position, such as that of teacher, will have several roles by virtue of the fact that such a person will from time to time act toward different categories of groups of others. From time to time teachers will act toward pupils in the classroom, toward parents in conferences or school visits, toward colleagues, toward supervisors or superiors, toward the citizens of the community, etc. The complex of norms associated with each of these categories of others constitutes separate roles, i.e., role of classroom instructor, role of communicator with parents, role of colleagues, role of subordinate, role of citizens, etc. For each of these roles there is a separate and distinguishable set of norms such that the behavior of a teacher changes markedly when he or she moves from interaction with one category of individuals to another .

A given individual typically occupies a number of positions, each having a number of roles. Thus a teacher may simultaneously occupy such other positions as that of wife-mother, daughter-sibling, church member, club member, etc. In any given society there are typical combinations of roles that make up positions and typical patterns of multiple positions that individuals occupy simultaneously. While these combinations and patterns are relatively stable, changes do take place over time. For instance, it is not many years since it was unusual for a person to occupy simultaneously the positions of teacher and wife. Today this combination is typical.

Because we are accustomed to thinking about positions and roles in terms of the folk language, it is difficult to draw boundary lines around role elements, roles, and positions. The specification of individual roles and positions cannot be done on an *a priori* basis but must be achieved through systematic empirical observation within some kind of a conceptual framework such as that suggested here. As discussed above, the boundary lines for roles and positions will be determined, at least in part, by the scope of the social system under observation.

THE PROBLEM

Working within the framework outlined above, this study seeks to carry out an initial mapping of that portion of the normative structure in the subject community that pertains to the position of elementary school principal. Inasmuch as any normative structure will be composed of the views of all relevant populations, this mapping process must include not only (1) the way principals view their own position; but (2) the perceptions that principals have of the views of other populations within the community; and (3) the actual views of each of the other populations of others.

In order to secure such data, a role norm inventory for the position of elementary school principal (Appendix A) was administered to each of the subject populations. The elementary school principals were asked to respond to each of the 45 role norm statements contained in the inventory in terms of (1) their own views as to what is proper behavior for principals, and (2) what they believe to be the views of each of the other populations (citizens, parents, community leaders, members of the school board, the superintendent of schools, and elementary school teachers). In turn, the subject members of each of the populations of others were asked to respond to each role norm statement in the same inventory, indicating how they think principals should act.

Given these data, a series of comparisons of responses can be made within and between populations and the following questions asked:

1. To what extent do the members of each population agree among themselves, by individual norms, by roles, and by total position of elementary school principal?
2. What is the range of agreement from one role norm to another for each population?
3. How do the several populations compare with each other in regard to amount of agreement?
4. To what extent do the several populations agree with each other in their responses to the role norm inventory?
5. To what extent do principals agree among themselves as to the views of each of the populations of others?
6. What is the prevailing response of each of the populations to each of the role norm statements?
7. To what extent does each of the populations differ from each of the other populations in their prevailing responses?
8. To what extent do principals' perceptions of the prevailing views of each of the populations of others differ from their own views?
9. To what extent are principals able to perceive accurately the views of each of the populations of others?

It is assumed that when the data are analyzed and answers are secured to the above questions certain patterns will be discovered. In turn, these patterns of similarities and differences will be related to problems confronting school personnel and the community as a whole.

THE SUBJECT COMMUNITY

The data for this study were gathered in a Pacific Coast city situated in an agricultural valley and located on a main highway connecting it with a number of smaller agricultural communities. Like many American cities, it is experiencing a relatively rapid rate of growth through population increase and a series of annexations. In addition to being a political center, it provides a wide range of services for a large surrounding area. Agriculture, lumber and light industry constitute other important segments of the economic base of the community.[1]

The subject community was selected to provide a base line for later comparisons with other and different types of communities.

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[1] This community is the same as that from which data for a previous report were secured. See John M. Foskett, *The Normative World of the Elementary School Teacher* (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1967).

Being a medium size city (62,800 in 1964) it was large enough to provide some differentiation among the members of the community and a sufficiently large number of school personnel to make possible controls for a series of variables. In addition, present and future research plans make it desirable that the first community be one in which the educational program is relatively stable and in which there is a minimum of conflict. The present superintendent has held office for ten years and school-community relations appear to be good. There are no visible anti-school groups in the community and although there are variations in voter support in different areas of the city the citizens have consistently voted favorably at school budget and bond elections. Subsequent replications of this initial study will be carried out in different kinds of communities and in communities in which the public schools do not enjoy the degree of public support present in the subject community.

Subject population

The focal population for this study is composed of the 22 full-time elementary school principals in the school district.[2] Seventeen of the principals are male and five are female. With the exception of one male and one female, all are married. The average age of the male principals is 43 years with a range from 35 to 55 years; the average age of the female principals is 57 with a range from 55 to 65 years. The average length of experience in school work for the male principals is 17½ years and that of the female principals is 37 years. The average length of time spent in administrative or supervisory work is 8 years for the male principals and 14 years for the female principals. All of the principals hold a masters degree. Thus, the typical principal is a male, is 45 years of age, is married, holds a masters degree in elementary education, has had over 20 years of experience in public school work, and has been an administrator for 10 years.

Other school personnel in the study, in addition to the focal population of elementary school principals, are 367 elementary school teachers from all 34 elementary schools,[3] and the seven members of the school board.

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[2] Excluded from this study are 12 teaching principals of the small schools, mostly suburban, where the number of teachers range from 3 to 8. It was judged that these teaching principals would not be able to respond to the principal role norm inventory solely as a principal in view of their dual role.

[3] A comparison of the responses by the teachers from the small schools with teaching principals revealed no difference from the responses of teachers from the larger schools and hence were included in the total population of teachers.

In addition to the three populations of school personnel, there are three lay populations. A citizen population of 750 adults living within the school district boundaries was selected by means of an area probability sample. This sample yielded 607 completed and usable schedules for a completion rate of 81 per cent. A population of 56 community leaders was identified by means of a three-stage nominating technique. A special population of parents of elementary school pupils was randomly selected from three different and somewhat contrasting elementary school attendance areas. While this population of parents is not a sample of the entire community, their responses are essentially the same as those of the parents of elementary school pupils contained in the sample of 603 citizens which is representative of the entire community.

The schedule

A structured schedule was administered to the members of each population in a face to face interview. The schedule consisted of two parts, the first containing items of a demographic nature and items providing data for a series of measures. The second part consisted of a role norm inventory for the position of elementary school principal. This inventory is made up of 45 role norm statements divided into four selected roles as follows: acting toward teachers, 15 items; acting toward pupils and parents, 10 items; acting toward profession, 10 items; acting toward community, 10 items.

The role norm inventory

The selection of role norm statements for the position of elementary school principal was guided by specific criteria. Excluded were statements pertaining to entrance requirements for the position, attributes of occupants of the position, statements pertaining to the functions or goals of the position, statements so broad or general that a specific form of behavior could not be identified, statements that were vague or ambiguous, and statements that were so technical or "professional" that they would have no meaning or relevancy to the lay populations. An effort was made to state all role norms in terms of specific and explicit rules of behavior.

The procedure followed in the development of the role norm inventory was to compile first an extensive list of role norms found in the literature, in previous studies, suggested by teachers from another community, and suggested by the research team. From this original list of several hundred role norm statements an initial inventory of 75 items was selected on the basis of the criteria stated above. Following field testing a number of changes in wording were made and 20 statements were dropped on the basis of ambiguity, lack of familiarity by lay subjects with the behavior in question, and difficulty in securing reliable responses. Further field testing led to additional changes in wording and the dropping of 10 more items, leaving a final inventory of 45 statements. These statements are listed in Appendix A.

As will be noted subsequently, there is no way of knowing how representative these 45 role norm statements are of the total universe of norms associated with the position of elementary school principal. It is to be emphasized that caution is to be exercised in generalizing from the responses to the particular inventory used in this study.

Seven copies of the role norm inventory were completed by each principal. The first copy contained the lead phrase "I think that an elementary school principal . . . " and each principal was asked to select the response category best representing his own view for each role norm statement. The remaining six copies of the inventory were used to secure the principals' perceptions of the views of each of the other populations. Thus, a second copy of the inventory contained the lead phrase "I think that most people in ——— would say that an elementary school principal . . . " and the principals were asked to indicate, by checking the appropriate response category, what they thought would be the view of most citizens in the community. A similar lead phrase was used on the other copies of the inventory to elicit the judgment of principals regarding the views of teachers, community leaders, members of the school board, parents of elementary school pupils, and the superintendent of schools. Thus, responses were secured from all principals regarding their own views and their perceptions of the views of each of the six populations of others for each of the 45 role norms in the inventory. In turn, the role norm inventory containing the lead phrase "I think that an elementary school principal . . . " was administered to each of the populations of others.

Response categories

Five response categories were provided for each role norm statement as follows: *definitely should*, *preferably should*, *may or may not*, *preferably should not*, and *definitely should not*. The response category *may or may not* was intended as a permissive response in that the respondent felt that a principal should exercise his own judgment. It was anticipated that some respondents would use this response category when they did not know how they felt or just did not care. In view of this possibility, all respondents were instructed to circle a *may or may not* response when such was the case. A tabulation of circled responses revealed a very low frequency[4] and it was judged that no significant bias would be introduced by counting them as permissive.

Basic measures

Two of the measures used in this study pertain specifically to the role norm inventory and can be described at this point. The first measure was designed to indicate the extent of agreement (or consensus) among the members of a given population. Because no assumptions could be made regarding equal intervals between each of the five response categories, it was necessary to find some type of an ordinal measure. The instrument finally adopted, and to be referred to as the Agreement Score, is a simple measure of cumulative relative frequency distribution developed by Professor Robert Leik, University of Washington. The theoretical range for this score is from —1.0 where 50 per cent of the responses are in each of the extreme categories, through 0.0 where 20 per cent of the responses are in each category, to +1.0 where all responses are in one category.[5]

The second basic measure is a mean Response Score designed to indicate the prevailing or average response from *definitely should* to *definitely should not*. The mean Response Score is calculated by assigning the values of 1 to 5 to each of the response categories in turn, beginning with *definitely should*, and then determining the mean value of all responses.

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[4] For example, in the case of citizens where one would expect the largest number of instances of do not know or do not care, the proportion of *may or may not* responses that were circled was one half of one per cent, and most of these were provided by a few respondents.

[5] A full description and explanation of this measure may be found in Robert K. Leik, "A Measure of Ordinal Consensus," *Pacific Sociological Review*, 9 (Fall, 1966).

CHAPTER 2

How principals view their own position

As indicated in the outline of the research design in Chapter 1, the objective of this study is to identify some of the characteristics of the normative structure that relate to the position of elementary school principal. To this end, attention is focused primarily on the way the principals in the subject community view their position, the way they perceive the views of a series of populations of others, and the actual views of the populations of others. This chapter will be devoted to the responses of the principals to the principal role norm inventory in terms of how they think elementary school principals should act and how they think the members of each of the populations of others would respond to the same inventory.

PRINCIPALS' OWN VIEWS AND THEIR PERCEPTIONS OF THE VIEWS OF OTHERS

From a sociological perspective there are two basic dimensions to the conception that individuals have of their position in a given social system. One dimension consists of what the individual himself regards as proper behavior and the other dimension consists of the perceptions he has of the views of relevant others regarding proper conduct for one in his position. Thus, a principal's view of his position as principal will include both what he believes he should do in a given situation and what he believes to be the views of such relevant others as teachers, parents, citizens, community leaders, members of the school board, and the superintendent of schools. While these two dimensions of one's self image may be considered separately for certain kinds of analysis, they are interrelated in a variety of complex and sometimes subtle ways.

The ways of acting or norms that individuals come to accept as proper for themselves are in part a result of the internalization of what they think others expect of them. Also, the way individuals view their own position involves an awareness of differences between self expectations and the expectations of others as well as an awareness of differences between the expectations of different categories of others. An individual's self image will vary according to whether he perceives all populations of relevant others as having essentially the same normative views about his position or whether he perceives marked differences and even conflicts in the views of one population as compared to another.

These two dimensions may be related in another way involving actual behavior. If an individual sees relevant others as having the same normative views as his own, there will tend to be a reinforcement of his views and hence a tendency to act in accordance with such views. If, however, an individual perceives others as having normative views different from his own, there may be a tendency for him to modify his actual behavior in the direction of what he believes to be the views of others. The likelihood of this happening in any particular instance will depend upon the intensity of one's own views and the sanctions, real or imagined, that might be exercised by others.

Further, if the perceptions that an individual has of the normative views of relevant others are accurate, any modification of his own views or his actual behavior may lead to normative integration and more effective relationships. But if perceptions are incorrect, the individual may be led to modify his own views or behavior on the basis of a fiction and hence decrease rather than increase normative integration and add to conflict. Indeed, misperceptions of the normative views of others may lead an individual to act in a way not consistent with his own views when, in fact, the others agree with the individual and hence would approve of behavior based on his views. Similarly, an individual may wish to adopt new behavior norms (innovate) but because he erroneously thinks that others would not approve, he hesitates to do so when in fact the actual views of others would support the innovation.

In view of these and other considerations, the data to be presented and analyzed in this chapter will include both the normative views of elementary school principals in the subject community as they pertain to their own position and their perceptions of the views of a number of populations of relevant others. The actual views of the populations of others will be considered in the following chapter.

Levels of agreement among principals

For some time there has been a growing skepticism regarding the viability of the traditional conceptual model of the normative world which defines norms in terms of universally held rules of behavior or ways of thinking, acting, and feeling that are generally accepted and adhered to by all or nearly all individuals in a given population. More and more it is becoming clear that any given normative structure does not and cannot correspond to the model based on the assumption of complete or near complete consensus.[1]

The first step in the analysis of the normative world of the elementary school principal will be, then, to examine the responses of the principals to the role norm inventory for their position to determine how much agreement there actually is both in regard to their own views and their perceptions of the views of each of the populations of others. For this purpose, Agreement Scores[2] were calculated for each of the 45 role norm statements contained in the principal role norm inventory. In addition, mean Agreement Scores were determined for each of the four roles and for the total position of principal.

Range of Agreement Scores. An examination of all Agreement Scores shows a wide range in level of agreement from one role norm to another. In some instances the level of agreement approaches zero while in other instances agreement is near 100 per cent. The lowest and highest scores for the principals' own responses and for their perceptions of the views of each of the populations of others are shown in Table 1.

In the case of the views of the principals themselves there are two role norms (#24 and #34) where the Agreement Scores are .053, or only slightly above a complete absence of agreement. For role norm #24 (" . . . assume primary responsibility for keeping the PTA or parent group active"), 18.2 per cent of the principals responded *definitely should* and 9.1 per cent *definitely should not*, 22.7 per cent responded *preferably should* and 36.4 per cent *preferably should not*, and the remaining 13.6 per cent responded *may or may not*. Thus, for this situation which confronts most principals there is a wide diversity of views as to how principals should act. For role norm #34 (" . . . send to the superintendent a copy of all formal written com-

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[1] For an excellent statement and discussion of the "postulate of role consensus" see Neal Gross, Ward S. Mason, and Alexander W. McEachern, *Explorations in Role Analysis* (New York: John Wiley and Sons, 1958), Chapter 3.

[2] The statistic used to arrive at these scores is described in Chapter 1. These scores are shown in Appendix B.

Table 1: Lowest and Highest Agreement Scores for Individual Role Norms and Mean Agreement Scores for 45 Role Norms, by Principals' Views of Their Own Position and by Their Perceptions of the Views of Other Populations

	Lowest Agreement		Highest Agreement		Mean Agreement Score
	Score	Norm	Score	Norm	All Norms
Principals' Own Views	.053	24 & 34	.811	17	.457
Principals' Perceptions of the Views of:					
Citizens	.203	24	.811	37 & 43	.519
Parents	.168	24	.697	38	.466
Community Leaders	.203	34	.848	8	.501
Teachers	.128	5	.773	2	.433
School Board	.168	24	.811	38	.508
Superintendent	.053	24	.773	37	.453

munications to parents"), the corresponding per cent distribution of responses by the principals is 9.1 and 18.2, 36.4 and 22.7, and 13.6, the same as, but in reverse order from, that for role norm #24.

The role norm where the principals are in the highest agreement in regard to their own views is #17 ("... encourage parents to visit their children's classroom at any time"), the Agreement Score being .811. Seventy-seven per cent of the principals responded *definitely should* and 23 per cent *preferably should.* Apparently it is part of the professional ethic for parents to be welcome visitors in the school and classroom, as not one principal questioned this practice.

When the Agreement Scores for the principal's own views for all 45 role norms are ranked from low to high and plotted they closely approximate a linear regression. Thus, in a sense, the various Agreement Scores are representative of all levels of agreement. Such a distribution of scores suggests that the normative world is characterized by a somewhat even distribution of degrees of agreement from low to high, in contrast to a disproportionate number of norms where the level of agreement is low, medium, or high. However, caution must be exercised in drawing such an inference from the data.

As has been pointed out, when the principal role norm inventory was developed there was no way to insure that the particular norms selected would be representative of the total universe of norms for the position of elementary school principal, even though some effort was made to select norms that would be representative in the judgment of the investigators. Therefore, it is possible that the distribution of Agreement Scores reported here is a function of the particular selection of norms and that a truly representative group of norms would yield a curvilinear distribution on a continuum from low to high. It can be added, however, that a similar distribution was found in the case of a role norm inventory for the position of elementary school teacher[3] and that the distribution is essentially the same for all populations of subjects for both inventories.

In turning to the responses of the principals when they report their perceptions of the views of each of the populations of others, a wide range of Agreement Scores is again found (Table 1), but the range is slightly less than when the principals report their own views, especially in the case of the views of citizens. It is of interest that the role norms where the principals are in least agreement among themselves are the same role norms where they are in least agreement as to what they think are the views of the members of the school board, the superintendent, the parents, and the citizens. This illustrates a definite tendency for the principals to be in high or low agreement regarding the views of others whenever they are in high or low agreement among themselves as to their own views.

The role norm where the principals are in lowest agreement as to what they think is the view of the teachers is #5 ("...share in the extra duties around the school, such as lunchroom and playground supervision"), the Agreement Score being .128. The lack of agreement among the principals as to what is the view of the teachers is evidenced by the distribution of responses. Four of the principals think that the teachers would say that principals *definitely should* share in such duties, seven think the teachers would say *preferably should*, four *may or may not*, another six *preferably should not*, and one *definitely should not.*

While the principals tend to be in low agreement concerning what they think are the views of the other populations for the same role norms as they are in low agreement regarding their own views, such is not the case for high agreement. The role norm where the principals are in highest agreement as to the views of the other populations tends to be different for each population.

There are two role norms where the Agreement Score for the principals when giving their perceptions of the views of the citizens is .811. These two norms are #37 ("... attend church regularly") and #43 ("... patronize a cocktail lounge"). While the level of agreement among the principals when reporting their perceptions of the views of the citizens is the same for both of these norms, the distribution of responses by response categories is different. In the case of the norm having to do with regular church attendance 77 per cent of the principals think the citizens would respond *preferably should* while in the case of the norm pertaining to patronizing cocktail lounges 77 per cent of the responses are *preferably should not.*

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[3] See John M. Foskett, *The Normative World of the Elementary School Teacher, op. cit.*

Role norm #37 is also the one where the principals are in highest agreement regarding the view of the superintendent, the Agreement Score being .773. However, 73 per cent of the principals think the superintendent would respond *may or may not* as compared to the 77 per cent who believe the citizens would respond *preferably should.* The principals thus see the superintendent as being more permissive regarding church attendance than the average citizen.

For both the school board and the parents the principals are in highest agreement in their perceptions for role norm #38 ("... take an active part in community organizations"), the respective Agreement Scores being .811 and .697. In both instances a large proportion of the principals perceive the view of the other population as being *preferably should.*

It may be significant that the principals' highest levels of agreement in their perceptions of the views of the citizens, the parents, the school board, and the superintendent, are for role norms that pertain to their acting toward the wider community and not to their acting toward teachers, pupils and parents. If it can be assumed that differential perception on the part of the principals means greater error in perception or just a lack of knowledge about the views of the other populations, then the data may suggest that principals know more about the views of the several populations of others in the area of community activity than the areas more central to the position of elementary school principal.

In regard to the views of community leaders, the principals are in highest agreement for role norm #8 ("... express an interest in the personal life and problems of teachers") with a score of .848, the highest level for any norm and any population. Eighty-two per cent responded *preferably should.* One might speculate that the principals are operating with a stereotype of leaders as "bosses" of employees and as having a paternalistic orientation. For all other populations the level of agreement among principals for this norm is appreciably lower.

When it comes to the views of the teachers, the role norm where the principals are in highest agreement is #2 ("... review with each teacher any written evaluation he makes of that teacher's work"). The score is .773 and 73 per cent of the perceptions are *definitely should.* This practice appears to be well established as part of the professional code. However, it is of interest that the principals are in less agreement as to the views of the lay population for this norm and they do not believe that the lay population subscribes to the practice as strongly as do the teachers.

Mean Agreement Scores. Given the wide range of Agreement Scores among the principals and the even distribution of all scores along the continuum from low to high, it follows that the average score for all 45 role norms will be near 50 per cent. As shown in Table 1, this is the case. The mean score when the principals are reporting their own views of their position is .449. When the principals report their perceptions of the views of the parents, the teachers, and the superintendent, the levels of agreement are very similar to the level when reporting their own views, being .467, .431, and .440, respectively. The levels of agreement among the principals when giving their perceptions of the views of the school board, the community leaders, and the citizens are somewhat higher (.508, .502, and .510, respectively).

The fact that the mean Agreement Scores for the total position of elementary school principal cluster around 50 per cent whether the scores are for the views of the principals themselves or are for their perceptions of the views of other populations may raise some doubt as to the validity of the traditional assumption regarding the characteristics of the normative structure. Assuming, at least tentatively, that the norms used in this study are not seriously atypical, the finding is that the normative structure is characterized by limited consensus even among the members of a relatively homogeneous professional population such as the principals.

In further support of the findings reported here, essentially the same results were obtained in a parallel study of the normative world of the elementary school teacher.[4] For 45 role norms for the position of teacher the mean Agreement Score for teachers' own views is .453 and the mean scores for teachers when reporting their perceptions of the views of other populations range from .440 to .469.

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[4] John M. Foskett, *The Normative World of the Elementary School Teacher, op. cit.*

However, the question still exists as to whether the range and mean of Agreement Scores found in this study and the companion study of elementary school teachers are typical of the total normative structure. Would similar results be obtained in a study of elementary school principals in other school districts? Would another set of role norms yield essentially the same results? Would the occupants of other positions, such as legal secretaries, insurance salesmen, ministers of a given faith, army lieutenants, hotel clerks, or highway patrolmen, have similar or different levels of agreement for a set of representative norms for their respective positions? Answers to these questions must await the gathering of comparative data between populations and between communities.

Mean agreement scores within roles

When mean Agreement Scores are calculated separately for each of the four roles of elementary school principals some differences are found between roles. These data are shown in Table 2.

Table 2: Mean Agreement Scores for Principals' Own Views and Their Perceptions of the Views of Other Populations, by Roles and by Total Position

	Principal Roles				
	(1) Acting Toward Teachers	(2) Acting Toward Pupils-Parents	(3) Acting Toward Profession	(4) Acting Toward Community	Total
Principals' Own Views	.446	.429	.386	.572	.457
Principals' Perceptions of the Views of:					
Citizens	.521	.432	.485	.636	.519
Parents	.485	.350	.480	.538	.466
Leaders	.528	.390	.481	.591	.501
Teachers	.394	.381	.438	.538	.433
School Board	.525	.458	.451	.587	.508
Superintendent	.515	.296	.420	.549	.453

The principals are in highest agreement among themselves in regard to Role 4 (acting toward the community), the mean score being .572. Also, they are in highest agreement among themselves when reporting their perceptions of the views of each of the populations of others for this role, the mean scores ranging from .538 in the case of teachers to .636 in the case of citizens. It is not clear why the principals are in higher agreement regarding the views of citizens for Role 4 than the views of teachers or even their own views. The only explanation that comes to mind is that the principals have a stereotype of citizens that makes for a higher agreement than "professionalization" produces among themselves.

The role where the principals are in least agreement in regard to their own views is Role 3 (acting toward the profession) where the mean score is .386. Curiously, however, the principals are in greater agreement when they are perceiving the views of each of the other populations for this role, the mean scores ranging from .412 (superintendent) to .480 (parents). Why should the principals agree more regarding their perceptions of the views of all other populations than regarding their own views for a role that has to do with their own professional behavior? Again, one suspects that this is a result of some kind of stereotyping. This explanation is given some support by the fact the principals agree more concerning the views of the three lay populations than concerning the views of either the teachers or the superintendent.

The responses of the principals to the role norms for Role 1 (acting toward teachers) are equally puzzling. The mean Agreement Score for the principals' own views, .421, is the second lowest of the four roles. However, the principals are in appreciably higher agreement as to the views of all other populations, with the exception of the teachers, the mean scores ranging from .488 (parents) to .533 (leaders). What is particularly puzzling is that the level of agreement as to the views of the teachers (.389) is somewhat lower than for the principals' own views and markedly lower than for the principals' perceptions of the views of the remaining populations. One would not expect principals to be in greater disagreement as to how teachers would respond to a series of role norms having to do with teacher-principal relations than as to how lay populations would respond. Once again some form of stereotyping may be operating.

A yet different pattern of levels of agreement is found in the case of Role 2 (acting toward pupils and parents). While the extent of agreement (.429) among the principals for their own views is essentially the same as for Role 1, the mean Agreement Scores for the principals' perceptions of the views of the several populations of others are lower in all instances and appreciably lower for the superintendent (.257), the leaders (.386), the parents (.350), and the citizens (.432). In contrast to Roles 1 and 3, the level of agreement among the principals for their own views is higher than for their perceptions of the views of others. This reversal of the pattern is not consistent with the notion of stereotyping suggested above.

THE CONTENT OF RESPONSES

A second step in the analysis of the responses of the principals is to examine the content of the responses in terms of approving or disapproving of the behaviors designated by the role norm statements in the inventory.

In the popular view, the normative world is represented as being composed of a body of well defined rules of behavior stated in the form of *shall* or *shall not*. This "black and white" model of the normative world is typically illustrated by the few norms where a given mode of behavior is generally regarded as categorically right or wrong, such as the norms involving incest, murder, and number of wives. As will be shown by the data, and as in the case of level of agreement, the real normative world does not correspond to the conventional model for there is a wide range of normative views from absolute insistence for some norms to a broad permissiveness for others. In some instances norms specify behavior that is mandatory; in other instances the behavior is preferred but not required or there are approved alternatives; and in yet other instances the rule is that an individual shall have a free choice of behavior, i.e., the norm specifies permissiveness. A rule that an individual in a given situation shall have a free choice, for example whether a woman will shake hands with a man when being introduced, is just as much a part of the normative structure as a rule that makes a particular form of behavior mandatory. Freedom of choice of behavior is the norm.

Distribution of responses by response categories

For a few of the role norms a majority of the principals responded *definitely should* or *definitely should not* and most of the remaining principals responded *preferably should* or *preferably should not* with the result that the mean Response Score[5] is close to 1 or 5, indicating that the prevailing view of the principals is that the rule in question is mandatory. Examples of these norms and the respective mean scores are shown in Table 3. In the case of role norm # 2 ("... review with each teacher any written evaluation he makes of that teacher's work"), 81.8 per cent of the principals responded *definitely should*, 9.0 per cent responded *preferably should*, and 9.0 per cent *may or may not*. The resulting mean score is 1.27, showing strong approval of the norm. For role norm #17 ("... encourage parents to visit their children's classroom at any time"), 77.3 per cent of the principals responded *definitely should* and the remaining 22.7 per cent responded *preferably should* for a mean Response Score of 1.22. An example of strong disapproval is role norm #14 ("... insist that teachers of the same grade level follow an identical program of studies"), where 77.3 per cent responded *definitely should not*, 18.2 per cent responded *preferably should not*, and 4.5 per cent responded *may or may not* for a mean score of 4.72.

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[5] This measure is described in Chapter 1, p. 14.

On the other hand, there are a number of norms where the prevailing response is *may or may not*. For role norm #33 ("... attend all regular School Board meetings"), 54.5 per cent of the principals took the position that such attendance was optional by responding *may or may not* and the remaining 45.5 per cent responded either *preferably should* or *preferably should not*, making the mean score 2.95. Similarly, for role norm # 44 ("... serve alcoholic beverages in his home"), 68.2 per cent reported that such behavior is optional *(may or may not)* while the other 31.8 per cent responded *preferably should not*, for a mean score of 3.18.

In yet other instances the modal response category is either *preferably should* or *preferably should not* and the mean score is near 2.0 or 4.0, indicating preferred behavior but making the rule somewhat conditional depending upon circumstances. Such is the case for role norm # 10 ("... permit teachers to make or receive routine personal telephone calls while at school"), where 59.1 per cent of the principals think they *preferably should not* permit such calls and the others are divided in their views. Or again, role norm # 16 ("... learn the name of every child in the school"), to which 63.6 per cent of the principals responded *preferably should*.

For each of the role norms that has been used as an example above, the per cent of responses in the modal category is relatively large and there is little dispersion of views. This is always the case when the mean Response Score is high (near 5.0) or low (near 1.0). In some instances the per cent of responses in the modal category (*may*

Table 3: Mean Response Scores for Principals' Own Views and Their Perceptions of the Views of Others, by Level of Approval for Selected Role Norms

Role Norms by Level of Approval	Principals' Own Views	Principals' Perceptions of the Views of:					
		Citizens	Parents	Leaders	Teachers	School Board	Superin-tendent
Strongly Approve							
2. . . . review with each teacher any written evaluation he makes of that teacher's work	1.27	1.95	2.18	1.95	1.27	1.50	1.31
17. . . . encourage parents to visit the classroom at any time	1.22	1.50	1.63	1.59	2.31	1.72	1.63
Permissive							
33. . . . attend all regular School Board meetings	2.95	2.68	2.85	2.59	2.72	2.95	2.86
44. . . . serve alcoholic beverages in his home	3.18	3.27	3.63	3.40	3.22	3.40	3.18
Strongly Disapprove							
6. . . . evaluate teachers solely on the basis of observations of their classroom teaching	4.13	3.50	3.31	3.59	3.63	3.77	4.09
14. . . . insist that teachers of the same grade level follow an identical program of studies	4.72	2.95	3.00	3.18	4.63	3.59	4.04

or may not) is high when the mean score is near 3.0. However, there are a number of cases where the mean score is near 3.0 but the responses are widely distributed over the five categories. This situation exists for role norm #31 ("... discuss school matters informally with School Board members"), the per cent of responses in each of the categories from *definitely should* to *definitely should not* being respectively, 13.6, 27.3, 36.4, 9.1, and 13.6. Thus in some instances a mean Response Score near 3.0 means real permissiveness while in other instances it reflects a lack of agreement or pseudo-permissiveness.

When the mean Response Scores are calculated for the principals' perceptions of each of the populations of others, the range of scores is similar to that when the principals report their own views, although the norms having the highest or lowest scores may not always be the same. Table 3 shows the mean scores for the principals' perceptions of the views of others for those norms used to illustrate the principals' own responses.

When the mean Response Scores for all 45 role norms are ranked and plotted from low to high, they approximate a linear regression in the same manner as was found for Agreement Scores. This is true whether it be for the principals' own views or for their perceptions of the views of each of the populations of others. This approximately uniform distribution of mean scores along the continuum from *definitely should*, through *may or may not*, to *definitely should not*, suggests that the normative structure is characterized by *degrees* of approval and disapproval rather than by mandatory rules. As in the case of Agreement Scores discussed above, it must be remembered that the distribution of mean Response Scores may be a function, at least in part, of the particular sample of norms selected for the inventory.[6]

An alternative way to describe the distribution of responses is in terms of the proportion of responses at the different levels of insistence or permissiveness. Table 4 shows, by roles and by total position, the per cent of all responses by the principals falling into (1) the *definitely should* or *definitely should not* categories, (2) the *preferably should* or *preferably should not* categories, and (3) the *may or may not* category.

As is shown, when reporting their own views for all 45 role norms, the principals use one of the two mandatory response categories 26.5 per cent of the time, one of the two *preferably* categories 44.4 per

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[6] A similar distribution of mean Response Scores was found in the companion study of the position of the elementary school teacher. See Foskett, *op. cit.*

Table 4: Per Cent Distribution by Response Categories of Principals' Own Views and Their Perceptions of the Views of Others, by Roles and by Total Position of Elementary School Principal

	Principal Roles				
Response Categories and Populations	(1) Acting Toward Teachers	(2) Acting Toward Pupils-Parents	(3) Acting Toward Profession	(4) Acting Toward Community	Total Position
Definitely Should or Definitely Should Not					
Principals' Own Views	36.5	29.7	21.0	13.7	26.5
Principal's Perceptions of Views of:					
Citizens	18.9	16.8	13.6	11.8	15.7
Parents	17.9	21.6	11.9	15.0	16.8
Leaders	19.7	18.2	11.4	14.5	16.4
Teachers	27.3	17.9	16.8	13.2	19.7
School Board	23.0	14.7	15.0	11.4	16.8
Superintendent	26.7	24.1	18.2	11.8	20.9
Preferably Should or Preferably Should Not					
Principals' Own Views	45.0	44.7	47.0	40.6	44.4
Principal's Perceptions of Views of:					
Citizens	55.6	60.9	47.3	63.6	56.7
Parents	50.9	60.1	45.2	56.8	53.1
Leaders	59.7	58.6	55.9	58.2	58.3
Teachers	54.6	62.4	49.1	42.7	52.4
School Board	57.0	57.3	53.2	55.9	56.0
Superintendent	52.1	53.2	51.4	46.8	51.0
May or May Not					
Principals' Own Views	18.5	25.6	32.0	45.7	29.1
Principals' Perceptions of Views of:					
Citizens	25.5	22.3	39.1	24.5	27.6
Parents	31.2	18.3	42.9	28.2	30.2
Leaders	20.6	23.2	32.7	27.3	25.4
Teachers	18.2	19.7	34.1	44.1	27.8
School Board	20.0	28.0	31.8	32.7	27.2
Superintendent	21.2	22.7	30.5	41.4	28.1

cent of the time, and the permissive category 29.1 per cent of the time. Thus the principals give unqualified approval or disapproval in only one-fourth of their responses, qualified approval or disapproval in nearly one-half of their responses, and show a permissive point of view nearly one-third of the time.

When the principals report their perceptions of the views of each of the populations of others they use the mandatory response categories less often than when giving their own views. In this sense they see the citizens, parents, leaders, and the school board as appreciably less demanding than themselves, the per cent of responses in the *definitely should* or *should not* categories ranging from 15.7 (for citizens) to 16.8 (for parents) or only one-sixth of all responses. They see the teachers and the superintendent as being more demanding than the other populations but still less than themselves.

In addition, the principals see the populations of others, with the exception of the parents, as being slightly less permissive than themselves in that they use the *may or may not* response category less often when reporting their perceptions of the views of others than when reporting their own views.

Because the principals use the categories *definitely should* or *should not* and *may or may not* less often when reporting their perceptions of the views of others than when reporting their own views, they use the categories *preferably should* or *should not* more frequently for the views of others than for their own, the per cent of responses in these categories ranging from 51.0 in the case of the superintendent to 58.3 in the case of parents, as compared to 44.4 for the principals' own views.

When the distribution of the responses of the principals are examined separately for each of the four roles rather than for the position of principal as a whole, a number of differences are found. These data are shown in Table 4.

For Role 1 (acting toward teachers), the per cent of the responses of the principals that are either *definitely should* or *definitely should not* when reporting their own views is 36.5. For Role 2 (acting toward pupils and parents) the per cent is 29.7, for Role 3 (acting toward the profession) the per cent is 21.0 and for Role 4 (acting toward the community) the per cent is 13.7. Thus the principals regard the norms in Role 1 as mandatory nearly three times as frequently as the norms in Role 4 and the other two roles are intermediate. Whether this difference is due to the particular selection of norms for each role or the nature of the role itself cannot be determined at this time. It is to be noted, however, that as one moves from the assumedly central function of supervising teachers to the more remote activities of principals the per cent of mandatory responses declines. Correspondingly, the per cent of the responses of the principals that are *may or may not* (i.e., permissive), when reporting their own views is lowest (18.5) for Role 1 and highest (45.7) for Role 4.

For Role 1, particularly, there is a marked difference between the frequencies with which the principals use each of the response categories when reporting their own views and when giving their perceptions of the views of the populations of others. Less than 20 per cent of the responses of the principals are in the *definitely should* or *should not* categories when giving their perceptions of the views of citizens, parents and leaders to the role norms for Role 1, as compared to 36.5 per cent when giving their own views. This means that the principals tend to see the three lay populations as less demanding than themselves for this role.

The principals use the mandatory response categories when giving their perceptions of the views of teachers, the school board, and the superintendent (27.3, 23.0, and 26.7 per cent, respectively) more often than for the lay populations but still much less frequently than for their own views. This pattern of more frequent use by the principals of the *definitely should* or *should not* categories when reporting their own views than when reporting their perceptions of the views of others tends to hold for the other three roles but to a lesser extent, particularly for Roles 3 and 4. Indeed, for Role 4, there are two instances where the mandatory responses are used slightly more frequently for the principals' perceptions than for their own views, namely for their perceptions of the views of parents and leaders.

There is also a marked difference from one role to another between the frequencies with which the principals use the response category *may or may not* when giving their perceptions of the views of the populations of others and when giving their own views. In the case of Role 1 (acting toward teachers), the principals see others, with the exception of the teachers as more permissive than themselves in that they use the response of *may or may not* more frequently for the views of others than for their own views. This is particularly true for the population of parents where the per cent is 31.2 as compared to 18.5 for the principals' own responses. The extent of the difference between the principals' own views and their perceptions of the views of the parents for Role 1 is even clearer when it is observed that the principals use the mandatory responses of *definitely should* or *should not* twice as often as the *may or may not* response when reporting their own views (36.5 per cent as compared to 18.5 per cent) but when reporting their perceptions of the views of parents use the *may or may not* response nearly twice as often as the *definitely should* or *should not* responses (31.2 per cent as compared to 17.9 per cent). Thus the principals think that parents are much more permissive than themselves when it comes to their acting toward the teachers. This same pattern holds for the citizens but to a lesser extent.

For Role 3 (acting toward the profession) the principals again think that parents and citizens will be more permissive than themselves. It would appear that for the principals these two roles are somewhat removed from the immediate interests and concerns of the lay public and that the public would thus be less insistent upon conformity to given rules of behavior. For both roles, community leaders, teachers, the school board and the superintendent are seen by the principals as being permissive to the same extent as themselves.

For Role 2 (acting toward pupils and parents), the principals appear to think that all populations, with the exception of the school board, will be less permissive than themselves. This is especially true with regard to the parents and teachers. It is Role 4 (acting toward the community) where the principals see the lay populations as being appreciably less permissive than themselves. For example, the principals use the *may or may not* response 45.7 per cent of the time when giving their own views for this role but only 24.5 per cent of the time when giving their perceptions of the views of citizens, 28.2 per cent of the time when reporting their perceptions of the views of parents, and 27.3 per cent of the time when reporting their perceptions of the views of leaders. Seemingly, the principals expect the lay populations to be much less liberal in regard to behavior in the wider community than they are themselves. In contrast, the principals expect the teachers and the superintendent to be almost as liberal as themselves, the corresponding percentages being 44.1 and 41.4, respectively.

Differences between principals' own views and their perceptions of the views of others

The next step in the analysis is to compare the principals' own views with their perceptions of the views of each of the populations of others in order to determine the extent to which the principals see others as having views similar to or different from their own. The procedure followed is to determine the mean difference per role between the mean Response Scores when the principals report their own views and the mean Response Score when they report their perceptions of the views of each of the other populations.[7] These differences are shown in Table 5.

Table 5: Average Difference in Mean Response Scores Per Role Norm Between Principals' Own Views and Principals' Perceptions of the Views of Others for Principal Role Norm Inventory

Principals' Own Views vs. Principals' Perceptions of the Views of:	Principal Roles (1) Acting Toward Teachers	(2) Acting Toward Pupils & Parents	(3) Acting Toward Profession	(4) Acting Toward Community	Total
Citizens	.62	.47	.42	.50	.51
Parents	.57	.53	.39	.41	.49
Leaders	.63	.44	.43	.46	.51
Teachers	.43	.43	.21	.18	.33
School Board	.45	.32	.32	.36	.37
Superintendent	.32	.27	.21	.22	.26

The mean difference per role norm for the total position of principal between the mean Response Scores for the principals' own views and for their perceptions of the views of each of the three lay populations is approximately .50 (one-half of a full response category) for all 45 role norms.[8] However, there is some variation in the extent of these differences from one role to another. The principals see the greatest differences between their own views and the views of the three lay populations for the norms in Role 1 (acting toward teachers) and the least difference for the norms in Role 3 (acting toward the profession).

The mean difference per role norm between the mean Response Scores for the principals' own views and their perceptions of the views of the three school related populations of others is appreciably less than the difference between their own views and their perceptions of the views of the lay populations, the differences being .33 in the case of the perceptions of the teachers, .37 in the case of the perceptions of the school board, and .26 in the case of the perceptions of the superintendent. Thus, the principals expect the teachers, the members of the school board, and the superintendent to have views more like their own than do the lay populations. Seemingly, they assume some kind of a professional ethic making for a common viewpoint among school personnel. As in the case of the lay populations, there is some variation in the extent of differences from one role to another with the greatest difference again being for Role 1.

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[7] It is to be noted that the comparison of mean scores provides a conservative measure of the extent of differences due to the cancelling out of those responses of one population that are on either side of the mean score of the other populations. A comparison of the individual responses of one population with the mean Response Score of another population will produce a mean difference per role norm approximately twice that produced by a comparison of the mean scores of both populations. Because the primary purpose of the analysis is to determine *relative* differences the simpler and more conservative measure is used.

[8] The differences in mean Response Scores between the principals' own views and their perceptions of the views of each of the populations of others for each role norm is shown in Appendix C.

While the mean differences in mean Response Scores range from .26 in the case of the superintendent to .51 in the case of the citizens and community leaders, there are a number of role norms where the difference is relatively large. One example is role norm #11 ("... require teachers to check with the office before leaving school at the end of the day") where the differences in the case of citizens is 1.52, parents 1.18, leaders 1.64, school board 1.44, teachers .41, and superintendent .95. The principals are opposed in general to this practice as is indicated by the fact nearly 80 per cent responded *preferably should not* or *definitely should not* when giving their own views. In contrast, most principals expect the other populations, with the exception of the teachers, to be much less disapproving of the practice. For example, less than ten per cent of the principals expect the citizens to respond in one of the two *should not* categories, believing instead that citizens will regard such control as proper or at least as optional. There is a high consensus (95.4 per cent) among the principals that teachers would respond either *preferably should not* or *definitely should not.*

Another example of this pattern is role norm #14 ("... insist that teachers of the same grade level follow an identical program of studies") where the difference in mean Response Scores between the views of the principals and the principals' perceptions of the views of others is for citizens 1.77, parents 1.72, leaders 1.54, school board 1.13, teachers 1.09, and the superintendent .68. The principals are opposed to this rule, 77.3 per cent responding *definitely should not* and another 18.2 per cent *preferably should not*, but think that the lay populations would respond either *may or may not* or in one of the *should* categories. The principals perceive the school board members, the superintendent, and especially the teachers, as being more opposed than the lay populations but less opposed than themselves.

There are some role norms where the principals tend to see the lay populations as having views different from their own but the other school related populations as having views similar to their own. An example is role norm #19 ("... allow parents to see any school records which the school has concerning their own children"). In this case the differences in mean Response Scores are 1.55, 1.64 and .91 in the case of the citizens, the parents and the leaders, respectively. In contrast, the differences in the case of the school board, the teachers, and the superintendent are .27, .08, and .09, respectively. The principals are not in favor of this practice, only 9.0 per cent responding either *definitely should* or *preferably should*, and less than 20 per cent of them believe the school board, the teachers, and the superintendent would respond favorably. On the other hand, over 70 per cent of the principals think both citizens and parents would respond favorably and 50 per cent believe leaders would be similarly approving.

There are instances, of course, where the principals see little difference between their own views and those of the other populations. This is the case for role norm #15 ("... periodically request his teachers to evaluate his performance as a principal"). The difference in mean Response Scores between the principals' own views and their perceptions of the views of each of the other populations range from .11 in the case of the teachers to .17 in the case of the leaders and the school board. In all instances the principals divide most of their responses between *may or may not* and *preferably should.*

For a few norms the relatively small difference between mean scores is due to a low level of agreement among principals regarding both their own views and the views of each of the other populations. This happens in the case of role norm #24 ("... assume primary responsibility for keeping the PTA or parent group active.")

Table 6: Mean Differences in Mean Response Scores Per Role Norm Between Principals' Perceptions of the Views of Different Populations of Others

	Citizens	Parents	Leaders	Teachers	School Board	Superintendent
Citizens		.16	.15	.64	.23	.37
Parents	.16		.20	.58	.27	.36
Leaders	.15	.20		.60	.19	.34
Teachers	.64	.58	.60		.51	.37
School Board	.23	.27	.19	.51		.22
Superintendent	.37	.36	.34	.37	.22	

The per cent distribution of the responses over the five response categories of the principals for their own views is 18.1, 22.7, 13.6, 36.4, and 9.0. The resulting Agreement Score is .053. The corresponding distribution of responses when the principals report their perceptions of the views of the citizens is 9.0, 36.4, 18.1, 31.8, and 4.5, yielding an Agreement Score of .203. The distribution is similar in the case of each of the other populations. Thus, in some instances the absence of any appreciable difference is more a function of lack of agreement among principals than a perception of similarity of conviction.

Differences of principals' perceptions as between populations of others

As a final step in the analysis of the principals' view of their position, a comparison will be made of the ways they perceive the views of different populations of others. These comparisons are shown in Table 6.[9]

When the principals' perceptions of the views of each of the three lay populations are compared with each other the average difference per role norm in mean Response Scores is relatively low, indicating that the principals see little difference between the views of the three populations and more or less lump them together into a single population. The differences are .16 as between citizens and parents, .15 as between citizens and leaders, and .20 as between leaders and parents.

While there is relatively little difference, on the average, between the principals' perceptions of the views of citizens, parents, and leaders, there are a few role norms where the differences are somewhat larger and thus of some interest. An example is role norm #37 ("... attend church regularly.") The mean Response Score for the principals when giving their perceptions of the views of the citizens is 1.95 as compared to 2.31 for the views of parents, the difference being .36. The principals thus think that parents are more permissive in regard to church attendance than the citizens as a whole. Actually, 91 per cent of the principals expect the citizens to say either *definitely should* or *preferably should* as compared to 59 per cent in the case of the parents.

Another example is role norm #19 ("... allow parents to see any school records which the school has concerning their own children") where the difference in mean Response Scores between the principals' perceptions of the views of the leaders and of the parents is .73. The principals believe that parents are more in favor than the leaders. For example, 27.3 per cent of the principals think parents would say *definitely should* but only 4.5 per cent think leaders would so respond. The principals apparently think that leaders are more professionally oriented and thus would see the problem involved.

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[9] The differences in mean Response Scores as between the principals' perceptions of the views of the different populations of others for each norm and by roles are shown in Appendices D, E, and F.

In general, however, the principals see the parents as being more liberal or sympathetic with their situations than either the citizens as a whole or the leaders, apparently on the basis of an assumed familiarity of parents with the problems confronting principals.

When the principals' perceptions of the views of other school personnel are compared, the average difference per role norm in mean Response Scores is somewhat greater than in the case of the three lay populations, being .51 as between the school board and the teachers, .37 as between the superintendent and the teachers, and .22 as between the superintendent and the school board. Thus the principals do not view the several school linked populations as a single population to the extent they do the several lay populations. However, the sharpest distinction is made between the teachers, on the one hand, and the school board and the superintendent, on the other. An example of the differentiation by the principals between the views of the three school linked populations is role norm #3 ("... require the teachers in his school to attend PTA meetings"). Nearly 60 per cent of the principals think the teachers would be opposed to such practice but over 75 per cent think the school board and 59 per cent think the superintendent would favor the requirement.

The greatest distinction, however, is made by the principals between the views of the teachers and the views of the lay populations, the differences in mean scores being .60 as between the teachers and the leaders, .64 as between the teachers and the citizens, and .58 as between the teachers and the parents. An example of these relatively large differences between the way the principals perceive the views of teachers and the lay populations is norm #11 ("... require teachers to check with the office before leaving school at the end of the day"). The mean Response Score for the principals' perceptions of the views of the teachers is 4.45 with 95 per cent of the principals believing that teachers would say either *preferably should not* or *definitely should not*. The corresponding mean scores for the principals' perceptions of the lay populations are: citizens 2.52, parents 2.86, and leaders 2.40, making for differences from the principals' perceptions of the teachers' view of 1.93, 1.50, and 2.05, respectively. Only 10 per cent of the principals think citizens would be opposed, 18 per cent think parents would be opposed, and 14 per cent think leaders would be opposed.

In view of the data shown in Tables 5 and 6, it appears that the principals see a similarity of views between themselves and the teachers and a common divergence from the views of others. This would suggest that for the principals there are two normative worlds, that of themselves and the teachers and that of the rest of the community be it the lay members or other school personnel.

SUMMARY

One of the most important findings reported above is the extent of agreement among the principals when reporting their own views regarding the norms for the position of elementary school principal and when reporting their perceptions of the views of each of the populations of others. In some contrast to a generally held idea of high consensus, it was found that the average level of agreement among the principals for their own views is less than 50 per cent (.457). This average amount of agreement results from the fact the agreement scores for individual norms are somewhat uniformly distributed along a continuum from near zero agreement (.053) to near complete agreement (.811). This same pattern holds when the principals are reporting their perceptions of the views of each of the populations of others.

Thus, rather than being characterized by consensus the normative structure, as it pertains to the position of elementary school principal, is characterized by a wide range of levels of agreement.

It might have been anticipated that the principals would be in higher agreement among themselves regarding their own views than regarding the views of others. Such is not the case. Indeed, in the case of the perceived views of the citizens, the leaders, and the school board, the principals are in higher agreement than for their own views. It would appear that some kind of stereotyping of the views of these populations has led to a higher level of agreement than professionalization has for their own views.

A second important finding emerged out of the analysis of the distribution of responses as between the five response categories. The popular assumption that the normative world is composed of rules stated in a "must" form is not supported by the data. When the principals report their own views they use the mandatory categories of *definitely should* or *definitely should not* only one-fourth of the time. They are more inclined to respond conditionally, i.e., *preferably should* or *preferably should not*, doing so nearly one-half of the time. Further, they respond permissively *(may or may not)* 30 per cent of the time or more often than in one of the *definitely should* categories. The principals thus see their normative world as providing a great deal of flexibility depending upon particular circumstances. It is also possible that the extensive use of the *preferably should* or *preferably should not* response categories is a result of some ambiguity in the nature of the role itself.

It was assumed at the outset that the principals would see the views of others as being more rigid than their own. Accordingly, it was anticipated that the principals would use the *definitely should* or *definitely should not* categories more frequently when reporting their perceptions of the views of others than when reporting their own views. The reverse is the case, especially for the three lay populations and the teachers. This means that the principals do not see the populations of others as being rigid or demanding but as broadly tolerant. Again, however, it is possible that the infrequent use of the mandatory response categories results from some indecision on the part of the principals as to what are the views of others.

A third finding has to do with the extent the principals see differences between their own views and the views of others. It was found that the principals expect a relatively large difference between their own views and the views of the three lay populations and a relatively small difference between their own views and the views of the other school linked populations. Further, there is a general tendency for the principals to differentiate relatively little between the views of the three lay populations, apparently seeing each as part of the general public. Similarly, with the exception of the teachers and the school board, there is a tendency for the principals to differentiate little between the views of the school linked populations, including themselves. It would appear that the principals see two sets of views, those of the lay world and those of the educational profession. The accuracy of these perceptions will be reported in Chapter 4.

CHAPTER 3

How others view the position of principal

The preceding chapter was devoted to an analysis of the way the elementary school principals view their own position, including both their own views and their perceptions of the views of each of the populations of others. This chapter will present a similar analysis of the *actual* views of the same populations of others.

THE RANGE OF AGREEMENT SCORES

The range of Agreement Scores for each of the populations of others is shown in Table 7.[1] While there is some variation, the lowest Agreement Score for each population for any one role norm is close to zero. The highest levels of agreement vary from .880 for the school board to .671 for the citizens. In general, the range from lowest to highest levels of agreement is greatest for the teachers, the school board, and the leaders, each being a somewhat homogeneous population. The lowest range is for the parents and the citizens, somewhat more heterogeneous in composition. The significance of these data is that they show a relatively wide range of agreement levels from one role norm to another, a range similar to that for the principals' own views.

Not only is there a wide range of levels of agreement for all populations, but when all Agreement Scores for each population are ranked from low to high and plotted they tend to be uniformly distributed along the continuum, i.e., the distribution is approximately linear. This pattern is the same as that found for the principals themselves and offers further evidence that the normative structure

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[1] The Agreement Score for each role norm for each of the populations of others is shown in Appendix B.

Table 7: Lowest and Highest Agreement Scores and Mean Agreement Scores for 45 Principal Role Norms by Populations

Populations	Lowest Agreement Score	Lowest Agreement Norm	Highest Agreement Score	Highest Agreement Norm	Mean Agreement Score
Teachers	.124	5	.857	2	.413
School Board	—.338	18	.880	30, 37, 39	.438
Leaders	.084	24	.847	44	.370
Parents	.183	18	.782	44	.415
Citizens	.105	18	.671	44	.371

is characterized by a somewhat equal distribution of norms by levels of agreement.

Because there is a somewhat even distribution of levels of agreement from low to high, the mean Agreement Score for all role norms tends to be at a mid-point between the lowest and highest. Thus, the mean scores for the several populations cluster around .400, the highest being for the school board (.434) and the lowest for the leaders (.370). It is to be noted that the mean scores for the populations of others are somewhat lower than for the principals' perceptions of their views, indicating that there is more agreement among principals as to how others think than there is among the others themselves.

The school board

In the case of the school board a strong bi-modal distribution of responses over the five categories yielded a score of -.338 for role norm #18 ("... discourage parents from telephoning him at home"), two members responding *definitely should* and three members responding *definitely should not.* At the other extreme, there are three role norms where the members of the school board are in high agreement with scores of .880 in each case. These norms are #30 ("... make frequent visits to other elementary schools"), #37 ("... attend church regularly"), and #39 ("... live within the school district"), where in each instance all but one board member responded *may or may not.*

The teachers

The teachers are in lowest agreement (.124) for norm #5 ("... share in the extra duties around the school, such as lunchroom and playground supervision"), 24.3 per cent responding *definitely should;*

27.0 per cent *preferably should;* 25.3 per cent *may or may not;* 14.7 per cent *preferably should not;* and 8.2 per cent *definitely should not.* It would be difficult for a principal to satisfy all teachers. The teachers are in highest agreement (.857) for role norm #2 ("... review with each teacher any written evaluation he makes of that teachers' work"), 84.5 per cent holding that a principal *definitely should* and another 14.4 per cent that he *preferably should.* The extreme difference in level of agreement among the teachers for these two norms illustrates a general characteristic of the normative structure and leads to a series of questions regarding the consensus-forming process itself. In this instance, as in others, there does not appear to be anything inherent in the nature of the norms themselves that would suggest a higher level of agreement for one than the other. What then is the source of the difference? A common assumption is that continued interaction over time will produce consensus but such has not occurred for one of these norms. A full explanation is undoubtedly complex and will involve a series of historical circumstances including the values of the wider culture itself, the training of teachers, differential views and behavior among principals, and the existence of official policy decisions on the part of the central administration of the school district.

The leaders

The most divergent responses (.084) by the leaders is for norm #24 ("... assume primary responsibility for keeping the PTA or parent group active"), the per cent distribution of responses over the five response categories being 17.9, 32.1, 19.6, 17.9, and 12.5. Again, the principals would have difficulty in conforming to the expectations of the leaders and it may be that it is this ambiguity that makes for a wide variation among principals in the amount of attention given to the PTA. The leaders are in strong agreement (.847), however, for norm #44 ("... serve alcoholic beverages in his home"). Eighty-seven per cent hold that principals *may or may not* do this and only the remaining 13 per cent disapprove. As observed above in regard to the responses of the teachers, the extreme difference in level of agreement between these two norms is puzzling. There does not appear to be anything inherent in the norms themselves to account for the difference in agreement. Indeed, one might just as well expect general disagreement regarding the serving of alcoholic beverages and general agreement that principals are to make up their own mind about the PTA.

Citizens and parents

Both the citizens and the parents are in lowest agreement in regard to norm #18 ("... discourage parents from telephoning him at his home"), the Agreement Scores being .105 and .183. As with the school board, there is no generally agreed upon way for principals to act in regard to home telephone calls from parents. However, more citizens and more parents think principals should discourage such telephone calls than think they should not. The norm where the citizens and the parents are in highest agreement (.671 and .782, respectively) is the same as for the leaders, #44 ("... serve alcoholic beverages in his home"). As with leaders, most of the citizens (74.3 per cent) and the parents (81.8 per cent) responded *may or may not* indicating a strong permissiveness.

MEAN AGREEMENT SCORES BY ROLES

Whenever the principal role norm inventory is broken down into the four different roles there is some variation in the levels of agreement from one role to another and some variation between the amount of agreement from one population to another for each role. These data are shown in Table 8.

Table 8: Mean Agreement Scores Among Populations of Others, by Roles and Total Position of Elementary School Principal

	Principal Roles				
Populations of Others	(1) Acting Toward Teachers	(2) Acting Toward Pupils-Parents	(3) Acting Toward Profession	(4) Acting Toward Community	Total
Citizens	.339	.276	.403	.483	.371
Parents	.376	.318	.452	.534	.415
Leaders	.356	.297	.338	.497	.370
School Board	.437	.248	.544	.524	.438
Teachers	.399	.325	.397	.536	.413

Of the four roles, the lowest mean Agreement Score for all five populations of others is for Role 2 (acting toward pupils and parents). As before, whether this is because there is less agreement for this role than the others as to how principals should act or whether it just happens that the particular norms selected for this role turn out to be norms of particularly low agreement, cannot be fully determined on the basis of data currently available. An answer to this question must await further studies using alternative samples of norms for each of the four roles. However, there is some evidence that there is more ambiguity concerning this segment of the behavior of principals than the other segments. Further, the fact the mean Agreement Scores for Role 2 are nearly 50 per cent lower than for Role 4 raises some question whether all the difference could be accounted for in terms of sampling of norms.

For Role 2, the lowest mean Agreement Score (.248) is for the responses of the school board. In part, this particularly low mean score is due to the minus score of .338 for norm #18 ("... discourage parents from telephoning him at his home") where 43 per cent favor and 43 per cent oppose the practice.

The highest mean Agreement Scores for Role 2 are those for the parents (.318) and the teachers (.325), those most immediately involved in the behavior of the principals toward pupils and parents. It may be that the more immediate familiarity by the teachers and the parents with this phase of the work of the principals leads to greater consensus. The mean Agreement Scores for the citizens and the leaders are similar and are intermediate between the school board and the teachers and parents.

For four of the five populations of others, the school board being the exception, the highest mean Agreement Score is for Role 4 (acting toward the community) and all scores cluster around .500. These relatively high scores may be due in part to the fact that the norms pertain more to the general culture that is known and shared by everyone, as opposed to the more special norms for the other three roles, and in part to the high rate of permissiveness for the more public aspect of behavior. This interpretation would account for the difference in levels of agreement between Role 2 and Role 4 on the basis of the different nature of the norms rather than a sampling bias.

For the citizens, the parents, and the school board, the level of agreement is next to the lowest for Role 1 (acting toward teachers). For the leaders and the teachers the level of agreement for this role is next to the highest. Thus, there appears to be some tendency for the several populations of others to be in lower agreement regarding the behavior of principals toward teachers, pupils, and parents (Roles 1 and 2) than toward the profession and the wider community. Seemingly, then, those norms that are more specific and, from one point of view, more central to the position of elementary school principal are the very norms where consensus is the lowest.

THE CONTENT OF RESPONSES

A second step in the analysis of the responses of the populations of others is to examine the content of the responses in terms of approving or disapproving of the behaviors designated by the role norm statements in the inventory. Again, the question being asked is, to what extent is the normative world characterized by mandatory rules of behavior, preferred forms of behavior, or permissiveness?

Distribution of responses by response categories

As with the responses of the principals themselves, there are a few role norms where most of the members of a population of others regard the specified behavior as mandatory and thus respond *definitely should*. As a consequence the mean Response Scores are low. Two examples of such norms are shown in Table 9. In the case of role norm #2 ("... review with each teacher any written evaluation he makes of that teacher's work") approximately one-half of the members of each population responded *definitely should* and most of the others responded *preferably should*. The mean scores range from 1.17 to 1.80. This is as close to a mandatory norm, from the point of view of the populations of others, as is to be found in the entire inventory. This is also the norm where the principals' had the lowest mean Response Score (Table 3).

A second role norm where the several populations strongly approve is #4 ("... consult teachers in working out schedules of supervisory duties such as lunchroom and playground supervision") where over 85 per cent of the responses are divided almost evenly between the two *should* categories and the mean Response Scores range from 1.57 to 1.74.

While there undoubtedly are other norms not included in the inventory where the per cent of responses in the *definitely should* category would be even higher, the lack of complete agreement for these two particular norms illustrates the fact that very few norms are regarded as absolutely mandatory by all members of a given population.

The findings are similar with regard to norms where there is the strongest disapproval. The highest mean Response Score for most populations of others is for role norm #10 ("... permit teachers to make or receive routine personal telephone calls while at school"). With the understandable exception of the teachers, very few responses

Table 9: Examples of Mean Responses for Populations of Others, by Levels of Approval

	Populations of Others				
Levels of Approval	Citizens	Parents	Leaders	Sch. Bd.	Teach.
Strongly Approve					
2. . . . review with each teacher any written evaluation he makes of that teacher's work	1.80	1.75	1.58	1.71	1.17
4. . . . consult teachers in working out schedules of supervisory duties such as lunchroom and playground supervision	1.68	1.61	1.74	1.57	1.71
Permissive					
16. . . . learn the name of every child in the school	2.95	2.97	3.16	2.29	2.70
20. . . . take the side of a teacher when conflict arises with parents	3.03	3.16	2.79	3.33	1.84
Strongly Disapprove					
10. . . . permit teachers to make or receive routine personal telephone calls while at school	3.96	3.82	3.97	4.28	3.25
45. . . . make speeches in support of political parties	3.98	3.75	3.81	4.14	3.55

are in one of the two *should* categories and over 70 per cent are in one of the two *should not* categories. However, there are more responses in the *preferably* than the *definitely should not* category. The mean Response Scores range from 3.25 for the teachers to 4.28 for the school board.

Another norm where there is relatively strong disapproval is #45 ("... make speeches in support of political parties"), but even here the modal response for all populations, with the exception of the school board, is *may or may not* and the remaining responses are evenly divided between *preferably* and *definitely should not*. The range of scores from 3.55 for the teachers to 4.14 for the school board reveals that the making of political speeches is far from being completely prohibited.[2]

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[2] This and a number of other norms would ordinarily be stated in a negative form. However, it was found that if a norm was stated in the negative many respondents became confused when confronted with the possibility of a double negative and the responses were not reliable. Therefore, all norms in the inventory were stated in the positive form.

As with the principals' own responses, there are a number of role norms where the populations of others are generally permissive, holding that principals *may or may not* do what the norm specifies, i.e., behavior is optional depending on the choice or judgment of the individual principal. One such norm is #16 ("... learn the name of every child in the school"). Approximately one-half of all respondents in each population of others checked the *may or may not* response and approximately 20 per cent responded *preferably should.* The mean scores range from 2.29 for the school board to 3.16 for the leaders.

Role norm # 20 ("... take the side of a teacher when conflict arises with parents") is another instance of a generally permissive point of view. For all populations, with the exception of the teachers, approximately 60 per cent of the responses are *may or may not* and the range of mean scores is from 2.79 (leaders) to 3.33 (school board). The teachers are much less permissive, 80 per cent of their responses being divided evenly between *definitely should* and *preferably should.* The mean score is 1.84.

Thus, just as there is some kind of a limit as to the proportion of responses that are mandatory *(definitely should* or *definitely should not)* for a given norm, so there is a limit as to the proportion that are permissive *(may or may not)* for other norms. Further, it is to be noted that the norms where the principals are most demanding or most permissive for themselves may not be the same norms where the populations of others are most demanding or most permissive.

An alternative way of describing the distribution of responses is in terms of the per cent distribution of all responses by each population as between response categories for the position of principal as a whole and for each of the four roles. These distributions are shown in Table 10.

Very close to 25 per cent of all of the responses of each population are either *definitely should* or *definitely should not;* with the exception of the school board, very close to 40 per cent of all responses are either *preferably should* or *preferably should not;* and again with the exception of the school board, close to 35 per cent are *may or may not.* The school board differs from the other populations in that a smaller per cent (31.2) of their responses are conditional and a larger per cent (42.2) are permissive. Thus, there is a general pattern whereby one-fourth of all responses to the role norm inventory are mandatory, two-fifths are qualified or conditional, and one-third are permissive.

Table 10: Per Cent Distribution by Response Categories of the Views of Populations of Others, by Roles and by Total Position of Elementary School Principal

Response Categories and Populations	Principal Roles				Total Position
	(1) Acting Toward Teachers	(2) Acting Toward Pupils-Parents	(3) Acting Toward Profession	(4) Acting Toward Community	
Definitely Should or Definitely Should Not					
Citizens	28.2	35.8	22.3	17.2	24.4
Parents	25.7	27.2	20.1	14.2	22.3
Leaders	30.7	25.6	25.4	14.0	25.1
School Board	27.6	34.3	25.7	18.6	26.7
Teachers	30.7	29.8	19.0	14.7	24.3
Average	28.6	30.5	22.5	15.7	24.6
Preferably Should or Preferably Should Not					
Citizens	42.9	36.6	40.3	35.2	40.2
Parents	43.6	39.2	40.9	31.1	39.3
Leaders	42.0	40.3	36.2	32.5	39.3
School Board	38.1	31.4	22.9	28.6	31.2
Teachers	42.8	43.3	41.0	34.8	40.7
Average	41.9	38.2	36.3	32.4	38.1
May or May Not					
Citizens	28.9	27.6	37.3	47.5	35.4
Parents	30.6	33.5	38.9	54.7	38.4
Leaders	27.3	34.1	38.4	53.5	35.6
School Board	34.3	34.3	51.4	52.9	42.2
Teachers	26.6	26.9	40.0	50.5	35.0
Average	29.5	31.3	41.2	51.8	37.3

In general, then, the several publics surrounding the elementary school principals do not display rigid attitudes in regard to the behavior of the principals. Rather, the several publics are broadly liberal in the demands they make upon the principals. This part of the community normative structure is not characterized by a set of mandatory rules but by a range from near mandatory to broadly permissive. Whether the principals are always aware when their publics are demanding and when they are permissive is a legitimate subject for investigation and can affect the ability of the principals to effectively adjust their behavior to the expectations of others. The ability of the principals to perceive the views of others accurately will be discussed in Chapter 4.

When the distribution of responses is examined by roles a marked variation is found. On the average, for all populations, 15.7 per cent of all responses to the role norm statements for Role 4 and 22.5 per cent for Role 3 are mandatory (*definitely should* or *definitely should not*) as compared to 28.6 per cent for Role 1 and 30.5 per cent for Role 2.

Correspondingly, on the average for all populations, 51.8 per cent of all responses for Role 4 and 41.2 per cent of all responses for Role 3 are permissive (*may or may not*) as compared to 29.5 and 31.3 per cent for Roles 1 and 2, respectively.

Thus, all populations are more "demanding" of principals in regard to their behavior toward teachers and toward pupils and parents than toward the profession and particularly the community. As has been discussed previously, consideration must be given to the possibility that this pattern is a consequence of the particular selection of norms for each of the several roles. However, it is to be noted that a similar pattern was found in the case of responses to the role norm inventory for the position of elementary school teachers.[3] The fact that essentially the same pattern was found for two different role norm inventories gives some indication that the pattern is not an artifact of the norms included but represents a characteristic feature of the total normative structure itself.

One can only speculate at this point as to the reasons for the marked difference between roles in the per cent of responses that are "mandatory" or "permissive." It may be that the norms pertaining to principals acting toward teachers, pupils, and parents tend to be more specific, more immediate to the respondent, and more emotionally charged than norms having to do with professional activities or the more impersonal life in the community, with the result that most individuals feel more certain one way or another as to how principals should act toward teachers and toward pupils and parents.

It is to be noted also, as has been shown above, that the levels of agreement among the members of each of the populations tend to be lower for Roles 1 and 2 than Roles 3 and 4 (see Table 8). Why should it be, then, that there is both less agreement and greater insistence for Roles 1 and 2 and both higher agreement and more

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[3] *The Normative World of the Elementary School Teacher, op. cit.,* Table 18, p. 53.

permissiveness for Roles 3 and 4? Logically one would expect that insistence on conformity would be linked to high consensus and permissiveness would be linked to low concensus. An explanation of this somewhat unexpected pattern found here is not immediately apparent. One possible explanation, however, might be that for some areas of behavior, for historical reasons, individuals or categories of individuals have come to hold divergent views and to insist strongly on their views. This can happen when views are undergoing change from one generation to another or when there are divergent cultural backgrounds for different segments of a given population.

Regardless of the reasons, however, the pattern of responses as between the four roles for the position of elementary school principal has some implications. It means that principals will be subject to more pressure to conform when acting toward teachers and toward pupils and parents than when acting in other situations but that these pressures will be multi-directional. As a consequence, principals will feel pressure but will be unable to conform and a degree of frustration may follow.

Differences between the views of populations of others

There are both differences and similarities between the prevailing views of the several populations of others regarding the position of elementary school principal. For some norms the differences are relatively large while for other norms there is a marked similarity. Also for some norms the differences are large between certain populations but minimal between other populations. However, when examined there is some patterning to these differences and similarities.

In order to compare the several populations with each other in regard to their prevailing views, differences in mean Response Scores were calculated for each role norm for each pair of populations of others.[4] The mean difference per role norm between the mean Response Scores of each pair of populations by each of the four principal roles and for all 45 role norms is shown in Table 11.

Citizens vs. Others. There is a marked variation in the extent to which the views of the citizens correspond to or differ from those of each of the populations of others. The greatest difference is between the views of the citizens and those of the superintendent while the least

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[4] These differences for each role norm are shown in Appendix G. The population of parents is omitted from these tabulations due to the fact that parents differ little from citizens as a whole in regard to differences from other populations.

Table 11: Mean Difference Per Role Norm in Mean Response Scores as Between Populations of Others, by Roles and Total Position of Elementary School Principal

Principal Roles and Populations of Others	Populations of Others			
	Citizens	Leaders	Teachers	Superintendent
Role 1: Acting Toward Teachers				
Leaders	.26			
Teachers	.54	.48		
Superintendent	.79	.73	.94	
School Board	.26	.32	.61	.72
Role 2: Acting Toward Pupils and Parents				
Leaders	.37			
Teachers	.64	.65		
Superintendent	1.13	1.22	1.30	
School Board	.45	.51	.64	.95
Role 3: Acting Toward Profession				
Leaders	.42			
Teachers	.50	.41		
Superintendent	1.24	1.03	.99	
School Board	.61	.48	.59	.86
Role 4: Acting Toward Community				
Leaders	.23			
Teachers	.21	.31		
Superintendent	.68	.70	.53	
School Board	.31	.25	.40	.76
All Roles				
Leaders	.31			
Teachers	.48	.46		
Superintendent	.94	.90	.95	
School Board	.39	.38	.56	.76

difference is between the citizens and the community leaders. In the case of the school board and the teachers the differences are intermediate but closer to that between the citizens and the leaders than between the citizens and the superintendent.

Citizens vs. Superintendent. The mean difference per role norm for the entire role norm inventory between the mean Response Scores of the citizens and the responses of the superintendent is .94. However, the extent of difference varies somewhat from one role to another, being 1.13 and 1.24, respectively, for Role 2 and Role 3 as compared to .79 and .68, respectively, for Role 1 and Role 4. The citizens and the superintendent are in much greater agreement when it comes to principals acting toward teachers and toward the community than acting toward pupils and parents or acting toward the profession.

There are a number of role norms where the difference between the views of the citizens and the view of the superintendent is particularly large and a number where there is virtually no difference. For example, 15 of the 45 role norms account for two-thirds of the mean difference while another 15 account for less than 10 per cent of the total difference.

One of the role norms where there is a large difference (2.94) between the views of the citizens and that of the superintendent is #26 ("... secure the approval of the superintendent on all decisions regarding changes in the operation of the school") where the superintendent responded *definitely should not* but over 70 per cent of the citizens responded either *definitely should* or *preferably should*. Indeed, only 6 per cent of the citizens responded unfavorably to the role norm statement. Thus, the superintendent grants to the principals far greater autonomy in the operation of their schools than do the citizens.

Another example of a large difference (2.22) between the view of the citizens and that of the superintendent is role norm # 41 ("... devote a major portion of his time to public relations for his school"). The superintendent believes that principals *definitely should not* do this. Among the citizens, 44 per cent responded *may or may not* and another 31 per cent responded *preferably should*. Even though the superintendent and the citizens may have different ideas as to what constitutes public relations, it is clear that there is a difference in views as to how principals should spend their time. The implication is that the superintendent thinks principals should concentrate on the program of their schools.

Yet another example is role norm #25 ("... request the advice of committees of parents in planning the educational program of the school") where the difference is 2.10. The mean Response Score for the citizens is 2.90 as compared to the superintendent's response of *definitely should not* (5.0). While the citizens are not in high agreement on this item, over 60 per cent responded either *may or may not* or *preferably should*. Only 11 per cent agreed with the superintendent. It would appear that the superintendent feels the principals should assume full responsibility for developing the program of the school while the citizens are more inclined to have him share the responsibility with parents.

A detailed examination of the responses of the citizens and the superintendent to other norms adds further support to the observation that the citizens do not see the principal as having a high degree of responsibility and authority, particularly as compared to the views of the superintendent. In the eyes of the public the principal is an administrator only to a limited extent.

An example of a norm where the citizens and the superintendent are in close agreement is #20 ("... take the side of a teacher when conflict arises with parents"). The superintendent responded *may or may not*, recognizing that the principal must make a judgment in each individual case. Perhaps surprisingly, 60 per cent of the citizens responded likewise with the remaining 40 per cent of responses distributed over the other response categories from *definitely should* to *definitely should not*. Even the special population of parents themselves agree with the superintendent.

Another example where there is essential agreement between the citizens and the superintendent is role norm #10 ("... permit teachers to make or receive routine personal telephone calls while at school"). The view of the superintendent is *preferably should not* (4.0). The mean score for the citizens is 3.96 with 41 per cent responding *preferably should not* and 32 per cent responding *definitely should not*. In both instances there is a recognition that such use of the telephone can be a problem.

Although it does not have to do with the operation of the school program directly, an item of some interest is #44 ("... serve alcoholic beverages in his home"). The superintendent is permissive as is indicated by a *may or may not* response. The citizens are also permissive as is indicated by the fact 74 per cent responded *may or may not*. This item is a good example of a general tendency of citizens to be liberal in their views, more so than the popular stereotype of citizens might suggest.

Citizens vs. Teachers. The mean difference per role norm between the views of the citizens and the teachers is .48 or one-half of a response category. When broken down by roles the differences are .54 for Role 1, .64 for Role 2, .50 for Role 3, and .21 for Role 4. Thus zens and teachers are in greatest agreement concerning the ls acting toward the wider community and least agreement comes to acting toward parents and pupils.

the case of the superintendent, there are a number of roles he views of the citizens differ markedly from those of the s and other norms where there is little or no difference.

views of the citizens differ most from those of the teachers ase of role norm #19 ("...allow parents to see any school which the school has concerning their own children"). In the citizens think parents should be able to see any records sh, 42 per cent responding *definitely should* and another 31 t responding *preferably should*. Only 12 per cent responded ely. The mean score is 2.02. In contrast, the teachers are y opposed to this policy, over one-half responding *definitely not* and over one-fourth responding *preferably should not*. an 10 per cent of the teachers approve of the practice. The ore is 4.17. It would appear that the citizens think parents have o know everything that is in school records and that the teach- k only professionally trained individuals are qualified to inter- ne information, such as test scores.

e is also some disagreement regarding role norm #14 ("...in- teachers of the same grade level follow an identical program ies"). The extent of agreement on this policy is low among zens but the modal response is *may or may not* (32 per cent) e mean score is 3.14 or slightly opposed. The teachers are y opposed, the mean score being 4.55 as a result of 67 per cent ding *definitely should not* and another 24 per cent *preferably not*. One explanation of the difference in views may be that s want all pupils to have a similar educational experience while chers feel the principal should give them an opportunity, as ionals, to adjust their programs to best meet the needs and ts of the pupils in their classroom. This is one of several role where the teachers insist they be given more autonomy e citizens grant to them.

restingly, there is also some difference between the citizens e teachers in regard to norm #20 ("...take the side of a teacher conflict arises with parents"). As indicated above, most citizens t up to the principal as to whether or not he will take the side teacher. The teachers are much less permissive, 40 per cent ding *definitely should* and 39 per cent *preferably should*. Only he teachers leave the question to the judgment of the

e superintendent there are norms where the citizens
ers are in essential agreement. An example is role norm
sult teachers in working out schedules of supervisory
s lunchroom and playground supervision"). Forty-four
he citizens and 49 per cent of the teachers responded
uld. Forty-five per cent of the citizens and 30 per cent
rs responded *preferably should*. Both populations hold
ipal should be democratic.
her the citizens nor the teachers are in agreement among
to whether the principal should "... share in the extra
l the school, such as lunchroom and playground super-
norm #5), the distribution of responses for both popula-
t identical and the two mean scores are 2.52 and 2.55,
The per cent distribution of responses by response cate-
he citizens and teachers, respectively, are: *definitely*
d 24.3; *preferably should* 30.9 and 27.0; *may or may not*
; *preferably should not*, 9.8 and 14.7; and *definitely*
.5 and 8.2. However, the distribution of responses is
rd the favorable side and not many individuals in either
ould be unhappy if the principals should share in the
What is of particular interest is that the principal is seen
lleague or peer of the teacher than an "administrator."
tent with what appears to be a general tendency to de-
inistrative functions and autonomy of the principal.
ample where the responses of the citizens and the teach-
r even though responses are widely distributed is role
'... discourage parents from telephoning him at his
r 50 per cent of both populations responded either *defi-*
or *preferably should* and another 20 per cent responded
not. Less than 25 per cent of the citizens and 15 per cent
rs are disapproving of the practice. Thus the prevailing
rincipals should protect themselves from telephone calls
es as is indicated by a mean Response Score of 2.50 for
d 2.26 for the teachers. The prevailing view of these two
s in some contrast to that of the superintendent who re-
erably should not.

. *School Board*. Here the mean difference per role norm
ms is .39. Again, there is a definite variation in the extent

ne role to another. The citizens and the school
greement regarding Role 1 and least agreement
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is is the only case where two populations are in
arding the principals acting toward teachers than
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where there is the least agreement between the
ol board is #33 ("...attend all regular school
ne difference in the two mean Response Scores
0 per cent of the citizens think principals either
preferably should and only 5 per cent think they
st, none of the school board members thinks prin-
; 57 per cent say they *may or may not* attend as
per cent think they *should not* "attend all regular
gs." While the reasons for this marked difference
mediately obvious, it is clear that in this instance
erence in the way the two populations view the

om Role 3 where there is a relatively large differ-
("...participate in the meetings of teacher or-
h teachers discuss their problems"). One school
nded *definitely should not*, one responded *prefer-*
r responded *may or may not*, and one responded
While there is not full agreement, the board mem-
hink this is something that principals really should
d to think otherwise, 64 per cent responding either
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vo *should not* categories. It would appear that the
s a distinction between the position of a teacher
ipal and recognizes separate and distinct profes-
The citizens do not appear to make such a distinc-
s and principals as occupying a single professional

the members of the school board also differ signifi-
the question of whether or not principals should
lvice of committees of parents in planning the edu-
of the school" (role norm #25). The school board
astic about such a practice, 43 per cent responding
d the rest responding in one of the two *should not*
hough the citizens are in low agreement among
re much more favorably inclined than are school

y per cent think principals should do this and
hink they should not. The mean Response Score
nd that of the school board is 3.86.

are a few norms, as illustrated above, where the
nd the school board differ markedly, there are
rences are minimal. In some instances the mean
milar because the responses of both populations
y over the five response categories yielding a
r instances both populations have similar scores
in relatively high agreement among themselves
r mode of behavior on the part of principals.

irst situation is role norm #22 ("... be available
e during the school day without an appoint-
ore of the citizens is 3.04 and that of the school
se of the citizens the per cent distribution of re-
th *definitely should*, is 9.5, 26.4, 28.7, 31.1, and
ng mean scores for the school board are 0.0, 42.9,
en though the pattern of responses is similar for
chance that the response of any individual citi-
from any given member of the school board is
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does is also high. This norm is an example of a
e consensus has never developed, perhaps partly
themselves have always varied in the way they
visiting parents.

e where there is relatively high agreement both
opulations is role norm #4 ("... consult teachers
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on"). Both the citizens and the school board
ould consult the teachers in this regard. Ninety
nses of the citizens and 100 per cent of the re-
oard are divided approximately evenly between
preferably should. As a consequence, the mean
imilarly low, 1.68 for the citizens and 1.57 for

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next highest difference (.75) be-
d the leaders is #31 (". . . discuss
ol board members"). The overall
discussion, 17 per cent responding
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8 per cent are permissive, 32 per
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#17 ("... encourage paren
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A question that sometimes arises is whether or not principals should "visit the homes of all children who have adjustment problems." For this norm (#21) over 50 per cent of the leaders responded *may or may not*, indicating they feel principals should do this in some cases but not in others. This is the view of the superintendent. The responses of the other leaders are distributed widely over the remaining response categories.

Leaders vs. Teachers. In general, the views of the leaders are more similar to those of the teachers than the superintendent. The average difference in the mean Response Scores for the two populations for all 45 role norms is .46. The area in which there is the greatest difference is that having to do with the principals acting toward pupils and parents (Role 2) where the average difference is .65. As is the case for most populations, the least difference is for Role 4 where the average difference is .31.

The views of the leaders differ sharply from those of the teachers in regard to role norm #19 ("... allow parents to see any school records which the school has concerning their own children"). As has been indicated above, there is a consistent pattern of the lay populations favoring and the school linked populations opposing the practice. For this norm over 50 per cent of the leaders responded in one of the two *should* categories and less than 20 per cent responded in one of the two *should not* categories. The mean score is 2.58. Approximately 80 per cent of the teachers responded in one of the two *should not* categories and less than 10 per cent responded favorably. Their mean score is 4.17 making a difference of 1.59.

Another case where the leaders and the teachers have a different image of the principal is role norm #7 ("... review all report cards before they are sent home to parents"), the mean score for the leaders being 3.66 and that of the teachers 2.24. The prevailing view of the leaders is that principals should not review report cards while that of the teachers is that they should. This is yet another instance where the leaders see the principal as an administrator who should not be bogged down in details.

An interesting example of a norm where the leaders and the teachers respond alike is #8 ("... express an interest in the personal life and problems of teachers"). The prevailing attitude of both populations is that principals *should* express such an interest, the mean Response Score of the leaders being 2.48 and that of the teachers 2.47. While the level of agreement is relatively low for both populations, approximately 40 per cent of the leaders and the teachers responded *preferably should*. Only 16 per cent of the leaders and 11 per cent of the teachers are disapproving.

Another norm where the mean Response Scores are similar is #5 ("... share in the extra duties around the school, such as lunchroom and playground supervision"), the score for the leaders being 2.50 and that of the teachers 2.55. However, as with role norm #8 above, the level of agreement among both groups is low. For the leaders 18 per cent of the responses are *definitely should*, 31 per cent *preferably should*, 38 per cent are *may or may not*, 7 per cent are *preferably should not*, and 6 per cent are *definitely should not*. The corresponding per cent distribution of responses for the teachers is 24, 27, 25, 15, and 8. Thus, the similarity of the two mean Response Scores is more a function of lack of agreement among the members of the two populations than agreement as to any particular form of behavior. This norm is an example of ambiguity in the normative structure as it pertains to the position of elementary school principal.

Leaders vs. School Board. The views of the leaders and those of the school board tend to be similar. Indeed, the average difference per role norm in the mean Response Scores for the two populations is only .38, a difference that is the same as that between the citizens and the school board (.39) as discussed above. This relative similarity of views may not be surprising in view of the fact that school board members tend to be selected from the leadership population of the community. What is not known is the extent to which membership on the board and actual work with the school program will lead to a modification of views.

As with the other populations, the largest difference in views is in the area of principals acting toward pupils and parents (Role 2). Here the average difference in mean scores for the ten role norms is .51. For Role 3 (acting toward the profession) the average difference is only slightly less, .48. It is again for Role 4 (acting toward the community) that there is the least difference (.25).

There is no single role norm where the difference in mean Response Scores between the leaders and the school board exceeds 1.0. The nearest is role norm #8 ("... express an interest in the personal life and problems of teachers") where the difference is .95, with the prevailing view of the leaders being that principals should express such an interest (mean score of 2.47) and the prevailing view of the school board being that principals *should not* (mean score of 3.43). Only 16 per cent of the leaders responded *preferably* or *definitely should not* as compared to 57 per cent of the school board.

The views of the leaders and the school board also differ somewhat in the case of role norm #16 ("... learn the name of every child in the school"). In general the leaders recognize the possible impracticality of doing this. Fifty-seven per cent responded *may or may not*, another 20 per cent responded *preferably should*, and the remaining 23 per cent responded in one of the *should not* categories, for a mean score of 3.16 or slightly opposed. Forty-three per cent of the school board members likewise responded *may or may not*, another 43 per cent responded *preferably should*, 14 per cent responded *definitely should*, and none responded in either of the *should not* categories, yielding a mean score of 2.29 or slightly in favor of the practice. The leaders appear to think the principals have other things to do than learn the name of each pupil and the school board members seemingly do not distinguish clearly between the functions of the teachers and those of the principals.

Representative of those role norms where the leaders and the school board members have similar views is #12 ("... check teacher performance periodically by unannounced classroom visits"), the respective mean scores being 2.05 and 2.14. For both groups, the responses are distributed widely between *definitely should*, *preferably should*, and *may or may not*. With the exception of two of the leaders, all responses were either favorable or permissive. The practice of "surprise" visits appears to be generally accepted.

Another instance of similarity of views is provided by role norm #21 ("... visit the homes of all children who have adjustment problems"). A majority of both groups (56 per cent of the leaders and 71 per cent of the school board) leave the decision to the principal. The remaining responses of both populations are divided approximately evenly between the *should* and *should not* categories resulting in nearly identical mean scores of 3.14 and 3.12. The principal difference between the two groups is that there is more agreement among the members of the school board than among the leaders.

Teachers vs. Superintendent. On an overall basis the views of the teachers and those of the superintendent differ more from each other than any other two populations, the average difference in mean Response Scores for all 45 role norms being .95. Among the four roles the difference in views is greatest (1.30) for Role 2 (acting toward pupils and parents) and least (.53) for Role 4 (acting toward the community). For Roles 1 and 3 the differences are still relatively high being .94 and .99, respectively. Thus the extent of differences between the teachers and the superintendent is similar to that between the two lay populations and the superintendent.

The one item where there is the sharpest difference in views between the teachers and the superintendent is role norm #19 ("... allow parents to see any school records which the school has concerning their own children"), the difference being 3.17 or over three response categories. Fifty-one per cent of the teachers responded *definitely should not* and another 28 per cent *preferably should not*, making 79 per cent who were not in favor of the practice. Seemingly the great majority of the teachers feel parents might not be qualified to properly interpret or use some of the information contained in the records, such as test results. Only 9 per cent of the teachers responded favorably. In contrast, the superintendent responded *definitely should*, perhaps because he felt parents have a right to see any or all records concerning their children or perhaps because he does not have any serious reservations regarding the ability of parents to handle information. It is to be recalled that this item was one where the teachers differed markedly from the citizens and leaders.

The teachers' views also differ from the view of the superintendent in regard to role norm #34 ("... send to the superintendent a copy of all formal written communications to parents"). The superintendent responded *definitely should* (1.0) while the mean score of the teachers is 3.64, making a difference of 2.64. Over 50 per cent of the teachers responded in one of the two *should not* categories and another 30 per cent responded *may or may not*. This is one of several instances where the teachers would give greater autonomy to the principal than do most of the other populations, even more than the principals themselves (mean score of 3.04).

Among the role norms where the teachers and the superintendent are in relatively close agreement is #28 ("... be present at the school at all times pupils are in class"). The superintendent's view is that principals *may or may not*, depending on circumstances. Nearly one-half of the teachers also responded *may or may not* but another third responded *preferably should*. A few teachers think the principal *definitely should* be in the building when pupils are present, and 14 per cent take the position he need not be by responding either *preferably* or *definitely should not*.

All populations are in relatively high agreement that the principals should "... review with each teacher any written evaluation he makes of that teacher's work" (role norm #2). For this item the teachers and the superintendent are in particularly close agreement. The superintendent and 85 per cent of the teachers responded *definitely should* and another 14 per cent of the teachers responded *preferably should.* This is a case of a practice that has become well established as desirable in education as well as in other institutional areas.

Teachers vs. School Board. Even though the teachers and the school board may differ sharply in regard to such things as salary, tenure, and merit systems, the extent of difference between the two populations when it comes to behavior norms for principals is moderate and only slightly greater than the difference between the teachers and the lay populations. The average difference per role norm for the entire inventory is .56. It may come as a surprise to both populations that their views are as similar as they are.

Just as the teachers differ most from the other populations, as reported above, in regard to role norm #19 ("... allow parents to see any school records which the school has concerning their own children"), so they differ most from the views of the school board for this item, the difference in the two mean scores being 2.03. The modal response for the school board is *definitely should* (43 per cent) and the remaining responses are divided among *preferably should*, *may or may not*, and *preferably should not.* In contrast, 51 per cent of the teachers responded *definitely should not*, 28 per cent *preferably should not*, and the rest were scattered over the remaining categories. Again the teachers apparently are thinking in terms of professional competence to handle certain kinds of information and the school board is thinking in terms of rights of parents.

Another case of a definite difference between the teachers and the school board is provided by role norm #20 ("... take the side of a teacher when conflict arises with parents"), the teachers holding that principals should provide such protection (mean score of 1.84) as compared to the more neutral position of the school board (mean score of 3.33). Seventy per cent of the teachers responded in one of the two *should* categories. Two school board members responded *preferably should*, four responded *may or may not*, and one responded *definitely should not.* In such a situation a principal might have some difficulty in satisfying all parties.

On the other hand, there are times when the teachers and the school board are in high agreement as to how principals should act. An interesting case is role norm #6 ("... evaluate teachers solely on the basis

servations of their classroom teaching"). Seventy-five per cent
e teachers and 72 per cent of the school board hold either that
ipals *preferably should not* or *definitely should not*, and the mean
s are 3.94 and 3.85, respectively.
e teachers and the school board are also in high agreement as to
her the principal should "... take an active part in community
izations," 90 per cent of the teachers and 100 per cent of the
l board responding either *preferably should* or *may or may not*.
her group feels that principals *should not* or that they must. The
rior is either optional or preferred.

ool Board vs. Superintendent. A final comparison of populations
t between the school board and the superintendent. Here the
t of differences per role norm are intermediate between the
t and smallest differences reported above. For all 45 role norms
verage difference per norm between the mean Response Scores
e school board and the responses of the superintendent is .76.
n broken down by the four roles, the differences are .72 for Role
for Role 2, .86 for Role 3, and .76 for Role 4. In all of the com-
ons of populations above, the average difference in mean scores
ower for Role 4 than for the other three roles, and in most cases
ciably lower. In the case of the school board and superintendent,
ver, the average difference per role norm for Role 4 (.76) is
er than for Role 1 (.72), meaning a greater difference in views
ding the principal acting toward the wider community than act-
oward teachers. Further, the difference in views regarding Role
greater than for any other combination of populations.
erestingly, two of the items where the school board and the su-
tendent differ most are items having to do with the relationship
principals to the superintendent. One of these is role norm #26
secure the approval of the superintendent on all decisions re-
ng changes in the operation of the school"). This is a norm where
is very low agreement among the members of the school board,
esponding *definitely should*, two *preferably should*, and one in
of the other three categories. The resulting mean score is 2.71,
favorable than unfavorable, as compared to the *definitely should*
1.0) response of the superintendent. The implication is that the
l board does not grant to the principals as much administrative
omy as does the superintendent. The other role norm is #34
send to the superintendent a copy of all formal written com-
cations with parents"). Again there is low agreement among the

ers of the school board with one responding *definitely should*,
referably should, three *may or may not*, and one *definitely*
l not, a mean score for the school board of 2.71. This is markedly
ent from the position of the superintendent who responded
ely should (1.0). At first glance it may appear that the super-
ent reversed the position taken in regard to role norm #26. On
her hand, it may be that he is primarily interested in receiving
nation and that no delimitation of the autonomy of the princi-
involved. The essential point, however, is that even at the top
f administration there is some ambiguity as to the behaviors ap-
ate for elementary school principals.

wever, all is not ambiguity for there is a series of norms where
ews of the school board and the superintendent are essentially
me. Many of those norms where agreement between the school
and the superintendent is relatively high are also norms where
sponses tend to be *may or may not*. There is some evidence that
sier to agree with others regarding permissive behavior than
ling mandatory behavior. Examples are role norm #13 ("... re-
eachers to submit weekly lesson plans to him") and #21 ("...
e homes of all children who have adjustment problems") where
the seven school board members responded *may or may not* as
e superintendent or #30 ("... attend church regularly") where
the seven school board members and the superintendent re-
ed *may or may not*.

SUMMARY

above comparisons of the responses of the populations of others
principal role norm inventory, both within and between popu-
, reveals a number of broad patterns.

levels of agreement within populations for all 45 role norms
relatively narrow range from .371 in the case of the citizens to
r the school board. There does not appear to be any consistent
nship between level of agreement and homogeneity or profes-
zation of the several populations. For example, the amount of
nent among the teachers is the same as among the parents and
ders are in no more agreement among themselves than are the
s. This lack of any marked difference between populations as
l of agreement may mean that, on the whole, the principals are
nfronted with more concerted viewpoints from one quarter
nother.

parison is made separately for each of the four
what more marked differences are found. In
ing toward teachers), the school board mem-
higher agreement among themselves than do
2 (acting toward pupils), the teachers are in
eement than is the school board and somewhat
s and leaders. For Role 3 (acting toward pro-
among the members of the school board far
leaders and is even markedly higher than that
er, for Role 4 (acting toward the community),
difference between any two of the popula-
ency of the views of another population has
cipals it may be that they are more influenced
population for one area of their activity and
other areas.

rticular significance is the variation from one
amount of agreement displayed by all popu-
ions there is least agreement in the case of Role
in the case of Role 4. This would mean that
ncipals acting toward pupils and parents that
biguity and hence opportunity for misunder-
In addition, it would be in this area that there
clues for principals as to what is expected of
hat it was for this role that the principals have
perceiving the views of the other populations

pals themselves, the responses of each of the
are broadly distributed over the five response
that the normative structure is not character-
es but rather by degrees of "required" behavior,
r, and "permissive" behavior. The extent to
ulations are permissive or recognize that proper
depends on circumstances, suggests that prin-
ted by rigid demands and thus may feel some-
heir judgment dictates. Further, the flexibility
of a normative structure may mean less frus-
an if all norms were mandatory.

al populations of others display more permis-
les of principal than others. They are most per-
to acting in the wider community and toward
are least permissive regarding acting toward

rd pupils and parents. These last two roles are
there is the least agreement among the populations
mbination of relative lack of permissiveness and
ay make principal behavior toward teachers and
parents the most sensitive and problematic seg-
ition and hence potentially the points of greatest

Response Scores of each of the populations are
ose of each of the other populations, some vari-
the extent of similarity of views. Perhaps sur-
that the least difference is found between the
izens, between the leaders and the school board,
itizens and the school board, the difference being
le norm in each instance. It thus appears that the
ool board are "representative" of the wider com-
what may be termed a lay point of view as far as
mentary school principal is concerned. A slightly
of views is found between the teachers and the
ers and the leaders, and the teachers and the
greatest differences are between the views of
and each of the other populations.

he principal is confronted with a somewhat greater
vs as far as the lay populations are concerned than
populations. He is also confronted with a general
vs as between the lay populations, on the one
ol linked populations, on the other hand.

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CHAPTER 4

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s and others

lementary school principals' views to their perceptions of the views ers. Chapter 3 was devoted to the s of others have for the position of of each population with each of pter to carry the analysis one step reported in Chapter 2 with those rison will show the extent to which ences between the way principals others view it. It will show also the e aware of or able to "predict" the populations of others in regard to principal.

US THE VIEWS OF OTHERS

is to compare the mean Response onding to the items in the principal of their own views with the mean populations of others when report- differences per role norm in mean r the position of elementary school Table 12.[1]

s, the views of the teachers are most , the mean difference per role norm statements. The greatest difference

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n mean Response Scores for each role norm

Table 12:
Between
Roles and

Populatio Others
Citizens
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sponse Scores Per Role Norm
Views of Others, by
hool Principal

incipal Roles		
(3)	(4)	
Acting Toward Profession	Acting Toward Community	Total
.50	.34	.57
.53	.26	.55
.40	.39	.57
.54	.56	.66
.29	.19	.33
.95	.62	.95

t and the principals. The second
the school board and the princi-
each of the three lay populations
that of the school board and the

and the principals are in much
osition of principal than are the
or school board are not imme-
position of principal is conceived
night be assumed that principals
tend to be in agreement regard-
on of elementary school principal
uld tend to differ. The fact that
that the principals and teachers
ofessional orientation not shared
personnel. This raises an interest-
al populations view the functions
ed as essentially non-administra-

anation is that the close working
nication between principals and
of each others' views regarding
again raises the question whether
eachers, principals, and even the
n of principal with the teaching
dministration.

When the mean diffe
the principals and each
each of the four roles, a fu
the least difference betw
populations occurs for R
in all instances the grea
pupils and parents). For
in mean Response Score
ents, leaders, school boa
tively, .34, .26, .39, .56
for Role 2 are .78, .76,
toward teachers) and Ro
ferences are intermediate
pals and others arises ou
to occur in connection
likely to occur in regard

It is of interest to no
where the average diffe
pals and others is second
1 (acting toward teach
function of principals
high agreement betwee
principals should act, m
any other population.

Some examples of differ

An example of a norm
the views of the princip
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Response Scores are 2.1
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and the superintendent
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ns are examined by
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ncipals and the other
he community) and
le 2 (acting toward
erence per role norm
als and citizens, par-
ntendent are respec-
orresponding figures
For Role 1 (acting
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nces between princi-
.56 to 1.04, for Role
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is #7 ("... review all
nts"). The principals
g either *definitely* or
1.81. Excluding the
sed with less than 25
categories. The mean
g difference between
of the other popula-
4, school board 1.76,
wever, tend to agree
er 64 per cent having
and only 5 per cent

either *definitely* or *preferably should not.* It may be that the teachers have become accustomed to the reviewing of report cards by the principals and have come to accept it as proper.

Another example of this pattern is role norm #14 ("... insist that teachers of the same grade level follow an identical program of studies"). Both the principals and the teachers are strongly opposed as is reflected by the mean Response Scores of 4.72 and 4.55, respectively. Seventy-seven per cent of the principals and 67 per cent of the teachers responded *definitely should not.* No principals and only 3 per cent of the teachers responded in one of the two favorable categories. The scores of the other populations are close to 3.0 showing much less opposition and more inclination to endorse what is sometimes called "lock-step" education. Thirty per cent of the citizens and parents responded either *definitely* or *preferably should.*

There are some instances, however, where the views of the principals and the teachers tend to differ more than the views of the principals and the other populations. An example is role norm #12 ("... check teacher performance periodically by unannounced classroom visits"), where the responses of the citizens, parents, leaders, and the school board are more similar to those of the principals than are the responses of the teachers. The principals are in relatively high agreement that such checks should be made with 77 per cent responding either *definitely* or *preferably should* and none responding in either of the *should not* categories. The resulting mean score is 1.86. The teachers are in less agreement among themselves on this item. There are responses in all categories and the mean score is 2.53, appreciably less favorable than the principals. The responses of the three lay populations and the school board were between those of the principals and the teachers, but closer to those of the principals, with the mean scores ranging from 2.05 to 2.16. Thus the prevailing view among these populations is more favorable than that of the teachers. Interestingly, however, the superintendent responded *may or may not,* thereby taking a position even more permissive than the teachers and markedly less insistent than the remaining populations.

There are yet other instances where there is a relatively high level of agreement between the principals and all other populations, including the teachers. Role norm #4 ("... consult teachers in working out schedules of supervisory duties such as lunchroom and playground supervision") is an example. For all populations 85 per cent or more of all responses are in one of the two *should* categories, usually evenly divided. The range of mean Response Scores is from 1.57 to 1.75. The superintendent is also in agreement with the principals, having responded *definitely should.* This norm, then, is one where there is essential agreement among all populations and a principal who did not conform might well be confronted with strong disapproval of his action.

As indicated above, it is in regard to Role 2 that the views of the principals tend to differ most from those of the other populations. The most marked case is role norm #19 ("... allow parents to see any school records which the school has concerning their own children"). While the principals are in relatively low agreement among themselves (Agreement Score of .282), the prevailing view is that parents should not be allowed to see all such records. The mean Response Score is 3.77 or close to *preferably should not.* In sharp contrast, all other populations, with the exception of the teachers, think parents should be allowed to see the school records, the mean Response Scores ranging from 2.02 *(preferably should)* in the case of the citizens and the parents to 2.58 in the case of the community leaders. As a consequence, the difference in mean scores between the principals and the citizens, the parents, the leaders, and the school board ranges from 1.19 to 1.75 or well over one full response category. The greatest difference, however, is between the principals and the superintendent, the latter having responded *definitely should* making for a difference of 2.77 or nearly three response categories. The only population other than the principals opposing the open records policy is the teachers who are even more opposed with a mean score of 4.17. For this norm there is a marked contrast of views between the principals and teachers, on the one hand, and the remaining populations, on the other hand. In this instance there appears to be a possibility of conflict between building personnel and the rest of the community.

Another norm where the views of the principals tend to differ from those of other populations is #18 ("... discourage parents from telephoning him at his home"). Perhaps surprising at first glance, the principals do not think they should discourage such telephone calls (mean score of 3.95 or *preferably should not*) while the citizens, the parents, the leaders, and the teachers feel he should, the respective mean scores being 2.50, 2.45, 2.41, and 2.26. The resulting differences in mean scores range from 1.45 to 1.69. Both the lay populations and the teachers grant to the principals a right to protect themselves that the principals themselves do not claim. The school board's views are sharply split resulting in an Agreement Score of minus .388

and a mean Response Score of 3.14. Actually, two of the members of the board responded *definitely should* and three responded *definitely should not.* This norm offers an example of close agreement between the principals and the superintendent, the latter responding *preferably should not*, the same as the mean score for the principals. While there is a relatively large difference between the views of the principals and those of the lay populations it may be that this difference is not a potential source of conflict for it is difficult to believe that the lay populations would be disturbed if a principal failed to discourage parents from calling him at his home. Assumedly, the principals are granted a right to protection but do not have to accept it.

Although not as marked, a similar pattern is found for role norm #17 ("... encourage parents to visit their children's classroom at any time"). The principals endorse this policy with 77 per cent responding *definitely should* and the other 23 per cent responding *preferably should*, yielding a mean score of 1.22. The three lay populations are also approving but less so than the principals with mean scores ranging from 2.04 in the case of parents to 2.89 in the case of community leaders. The principals are prepared to extend themselves more in meeting the interests of parents than the lay populations ask. The responses of the school board are similar to those of the lay populations with a mean score of 2.29. Even the teachers are more approving of the practice than the lay populations although less so than the principals (mean score 1.98). As in the case of role norm #18 discussed above, the principals and the superintendent are in high agreement, the superintendent having responded *definitely should*. While there is a sizeable difference between the views of the principals and the lay populations, it would not appear that the differences would be a source of conflict. It is difficult to think that parents would be offended by a strong invitation to visit the classroom at any time they wish. What the responses to these last two role norms may mean is that the lay populations are often more understanding or sympathetic regarding the tasks of school personnel than is sometimes believed.

Role 3 (acting toward profession) has to do with principals acting toward the superintendent, the school board, and the professional field in general. Thus one might expect that the lay populations, by virtue of the role distance involved between themselves and the principals acting toward their profession, would have contrasting views to those of the principals. Such does not appear to be the case, for the mean difference per role norm between the responses of the principals and those of the lay populations is next to the lowest of the four roles, and a relatively large part of the mean difference is provided by one norm as will be indicated below.

The responses to role norm #26 ("... secure the approval of the superintendent on all decisions regarding changes in the operation of the school") are of particular interest because they may be indicative of a general image of the principalship. Sixty-four per cent of the principals hold that they either *definitely should* or *preferably should* secure such approval, another 23 per cent feel they *may or may not*, and only 13 per cent take the position they *should not*. While principals are in relatively low agreement among themselves, the prevailing view is that they *should* as is indicated by a mean Response Score of 2.36. The views of the citizens, the parents, and the leaders are similar to those of the principals as is indicated by mean scores of 2.06, 2.03, and 2.28, respectively. Both the school board and the teachers are in very low agreement among themselves on this item with Agreement Scores of .049 and .188, respectively. Because their responses are widely distributed throughout the five response categories their mean Response Scores are near 3.0. In contrast, the response of the superintendent is *definitely should not*, meaning that he gives to the principals a degree of autonomy they do not claim and that the citizens do not grant. Items of this type suggest a degree of ambiguity in the role of the elementary school principalship.

A somewhat similar situation exists with regard to role norm #34 ("... send to the superintendent a copy of all written communications to parents"). Again, with the exception of the parents, the level of agreement for all populations tends to be low, ranging from .053 for the principals to .388 for the citizens. As a consequence of the wide distribution of responses over the five categories, the mean Response Scores cluster around 3.0. This general dispersion of responses implies ambiguity as to what a principal should do. In addition, the response of the superintendent is *definitely should* which adds somewhat to the lack of a well defined way of acting.

A different pattern is found when the responses to role norm #33 ("... attend all regular school board meetings") are examined. Here the principals, the teachers, and the superintendent are in close agreement among themselves and with each other that the principal *may or may not* attend such meetings. The citizens and the parents tend to favor his attending, with mean scores of 2.07 and 1.97, respectively. The school board and the community leaders, on the whole, tend to favor non-attendance. Even though the modal response is *may or may not,* over 40 per cent of both populations think principals *preferably* or *definitely should not.*

An item that may have some significance regarding images of the principalship is #35 ("... participate in meetings of teacher organizations in which teachers discuss their problems"). For the principals, the school board, and the teachers, the modal response is *may or may not* and the mean scores range from 3.18 to 3.45, indicating an overall opposition to such participation. The superintendent questions the practice with a *preferably should not* response. On the other hand, the modal response of the citizens, the parents, and the leaders is *preferably should* and the mean scores range from 2.12 to 2.42. These somewhat opposing views of the school and lay populations evidence some confusion as to the degree the position of principal is to be distinguished from that of teacher. The school populations make such a distinction but the lay populations do not in that they feel it is proper for teachers and principals to have a common organization.

Despite the fact there is a relatively high degree of agreement between the principals and all other populations for Role 4 (acting toward the community), there are a few norms where there is sufficient disagreement to be meaningful. One such norm is #40 (... conform to stricter standards in his private life than most other people in the community"). The principals themselves are in low agreement (.205) on this item with responses distributed almost evenly from *preferably should* to *definitely should not.* The resulting mean score of 3.22 indicates a slight overall judgment that they should not conform to stricter standards. There is more agreement among the teachers (.362) and their mean score is 2.83 or slightly in favor, on the whole, of stricter rules for principals. The superintendent is neutral, having responded *may or may not.* The three lay populations and the school board are more inclined to think that principals should adhere to stricter standards of conduct in their private life, the mean scores ranging from 2.29 in the case of the school board to 2.67 in the case of the parents. However, the position taken is moderate and there certainly is no strong pressure for the principals to act in a completely exemplary manner. The important point is that the superintendent and the teachers are no more demanding of the principals than the principals are of themselves.

With the present day emphasis on public relations it is of interest to examine the various responses to role norm #41 ("... devote a

portion of his time to public relations for his school"). The
pals are divided in their views, 46 per cent responding *preferably*
d and 41 per cent responding *preferably should not*. While not
ne, two opposing views are represented, indicating a lack of
ment as to what are the functions of a principal. Most of the
ns and parents responded either *preferably should* or *may or may*
howing either some approval or at least tolerance for such use
ne. The community leaders are more reserved, the majority hold-
ither that principals *may or may not* or *preferably should not*.
school board is both divided and somewhat disapproving, three
g responded *definitely should not*, three *may or may not*, and
referably should. The teachers are not in full agreement either,
r cent saying *preferably should*, 45 per cent *may or may not*, and
er cent *preferably should not*. Finally, the position taken by
uperintendent is that a principal *definitely should not* devote a
r portion of his time to public relations for his school. Even
gh there may be some difference from one population to another
what constitutes public relations, the part to be played by prin-
ls is not clear.

ometimes an issue arises as to whether or not a given school should
elop a program geared to the particular needs of its pupils. This
e question involved in role norm #36 ("...develop an educa-
al program designed to meet the needs of the pupils in his
ool rather than adopt a standard program"). Sixty-eight per cent
he principals responded *definitely should* and the remaining 32
cent responded *preferably should*, indicating little question in
ir minds. The teachers agree with the principals, 90 per cent re-
nding in one of the two favorable categories. The superintendent
ewise agrees *(definitely should)*. The other populations, while
erally favorably inclined, with mean scores ranging from 2.27 to
3, do not share the enthusiasm of the principals, the teachers, and
superintendent. Further, they are more divided among them-
ves as is illustrated by the school board where one member
ponded *definitely should*, three *preferably should*, one *may or*
y not, one *preferably should not*, and one *definitely should not*.
is possible that the general ambiguity evident for this item is a
tential obstacle to the implementing of programs designed to meet
e specific needs of pupils in given schools.

PRINCIPALS' PERCEPTIONS AS COMPARED TO THE ACTUAL VIEWS OF OTHERS

the above analysis attention was focused on the similarities and rences between the views held by the principals regarding their position and the views of each of the populations of relevant rs. In general, it was found that the views of the teachers differ from those of the principals, that the views of the superintendent the school board differ most, and that the views of the three lay lations are intermediate. While this pattern holds for most of role norm statements taken individually, it is modified or even rsed for a few norms.

st as important as the similarities and differences reported above, he similarities and differences between the perceptions that the cipals have of the views of each of the populations of others the actual views of those populations. As has been pointed out, rences in views as to appropriate behavior for principals may evi- e ambiguity regarding the function of elementary school prin- s, thus potentially reducing the satisfaction experienced by cipals as well as their effectiveness. When the differences are ced, conflictive relations may result. But when principals misper- the normative views of others, other kinds of difficulties may w. To the extent there is a tendency for individuals to modify own views or even their behavior in accordance with what is ved to be the preferences or expectations of others, or at least some compromises when marked differences are seen, to that t misperceptions may be the source of difficulties. When per- ons of the views of others are inaccurate, any modification of s or behavior will constitute an adjustment to something that not exist. Further, if principals perceive the views of others ing different from their own, when in fact they are not, they see conflict when actually there is none. Or, when they do not ny difference, they may be unaware of actual conflict. In either nce, misperceptions of the views of others may be the source of es and strains between principals and relevant others.

rther, over time, there is a tendency for individuals to internalize iews of others as they are perceived. To the extent the per- ons of the views of others are accurate, this internalization pro- may contribute to normative integration and thereby to effec- elationships. Correspondingly, to the extent the perceptions are urate, the process may lead to a reduction in the degree of nor- e integration and hence an increase in the possibility of conflict.

at follows will focus on the ability of the principals ately (predict) the views of each of the populations 3 shows the mean differences per role norm in mean between the principals' perceptions of the views of lations of others and the actual views of those popuifferences may be stated in terms of the average

fferences in Mean Response Scores Per Role Norm Between ons of the Views of Others and the Actual Views of d Total Position of Elementary School Principal

Principal Roles				
(1) Acting Toward Teachers	(2) Acting Toward Pupils-Parents	(3) Acting Toward Profession	(4) Acting Toward Community	Total
.46	.57	.33	.26	.41
.36	.51	.44	.28	.39
.60	.76	.34	.35	.52
.64	.78	.47	.44	.59
.30	.40	.21	.11	.26
.96	1.26	.88	.66	.94

r on the part of the principals when they attempt to ch of the other populations will respond to each role e principal inventory.

tion of elementary school principal as a whole, the e in the perceptions of the principals is for the views , being .26 per role norm. For the other populations, es from .39 for the parents, .41 for the citizens, .52 for .59 for the school board, to .94 for the superintendent. cipals are most successful in perceiving the views of d least successful in perceiving the views of the other personnel. Further, when the error rates are examined each of the four roles of principal, the same pattern instance the error rate is lowest for teachers, highest tendent, next highest for the school board, and intere lay populations. Thus, the area of activity of princichange the rank order of the populations of others as y of principals to perceive is concerned.

ows these differences for each role norm.

re is some variation in the rate of error from one role
ng the principals' perceptions of the views of the
ample, the error rate is lowest (.11) for Role 4, next
r Role 3, next highest (.30) for Role 1, and highest
. As shown in Table 13, a similar range of error rates
of the other populations, with minor exceptions in
ts and leaders.

question arises as to why principals are much more
edicting the views of the other populations for one
position than another. While consideration must be
ssibility that there is something about the particular
ms to represent each of the four roles that makes it
pals to perceive the views of others, it is to be noted
rge differences in error rate from one role to another
for the role norm inventory for the position of ele-
teacher.[3] Perhaps a more promising clue is to be
the error rate from one role to another corresponds
amount of difference between the principals' own
ews of each of the populations of others. This would
more difficult to perceive the views of others when
r from one's own. This possibility will be explored
a later section of this chapter.

of errors in perception

ms in the principal role norm inventory, the greatest
on by the principals is for #7 ("... review all report
ey are sent home to parents"). With the exception
the principals think that all populations of others
wing. In most instances the responses of the principals
g the views of others are divided evenly between
l, *preferably should*, and *may or may not*, the only
one principal who thinks parents would say *prefer-*
. The resulting mean scores for the principals' per-
views of each of the populations thus cluster around
should). In contrast, the prevailing view of each
ms is slightly opposed to the reviewing of all report
nced by mean scores ranging from 3.15 for the citi-
the superintendent. The resulting error rate on the

Foskett, *The Normative World of the Elementary School*

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n of the populations is: citizens, 1.14;
hool board, 1.76; and the superinten-
ting is the case of the leaders. Seventy-
think the leaders would respond either
d but none of them did so. None of
aders to respond either *preferably* or
r cent did so. Seemingly, the principals
to keep their fingers on the pulse of
ly feel that principals should not spend

k the teachers are particularly enthu-
report cards, 73 per cent of the prin-
led evenly between *preferably should*
, the teachers tend to favor review by
ponding either *definitely* or *preferably*
24.

nilar situation exists for role norm #13
mit weekly lesson plans to him"). In
hers, the principals think the popula-
e the practice. The percent of princi-
y or *preferably should* responses ranges
nts to 91 in the case of the school board.
principals predict a disapproving re-
the principals' perceptions range from
al responses of the several populations
of weekly lesson plans, they are less
he per cent of *definitely* or *preferably*
n 14 for the school board, to 32 for the
f the responses are *may or may not* and
2.81 to 3.06. By population, the error
principals is: citizens, 1.03; parents, .72;
14; and the superintendent, 1.28.

t the teachers would not particularly
lesson plans, 9 per cent holding that
should, 32 per cent *preferably should*,
and 41 per cent *preferably should not*,
le the views of the teachers are scattered
ategories, there is much more agreement
ipals anticipate, the per cent distribution
should, 14; *preferably should*, 42; *may*
uld not, 13; *definitely should not*, 6. The

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is 2.55 as compared to the 2.90 pre-
e teachers do not demand as much
t they would or that the other popu-

of the views of each of the popula-
2 ("... be available to parents at any
ithout an appointment"), the mean
rom 1.90 in the case of the parents to
oard. This means that the principals
ich ready availability. As an example,
t the parents would respond *definitely*
hink they would respond *preferably*
perceptions were not very accurate.
ne actual responses of the several pop-
ers) to 3.60 (leaders). The extent of
principals, by population, is: citizens,
school board, .95; and teachers, .70.
mple of the other populations, espe-
g as demanding of principals as the
e public recognizes the impracticality
l times but the principals do not think
exists.

e role norm, however, it should be
r low agreement among all popula-
y distributed over the five response
riation in views that makes it diffi-
e accurately, especially if their judg-
ith those representing the most de-

difficulty in predicting the view of
he is less demanding than the prin-
e is more demanding with a response
e as compared to the principals' pre-
09).

le norm #25 (... request the advice
anning the educational program of
ar to that for role norm #22. Here
more favorable attitude toward such
This is particularly true in the case of
hool board, and the superintendent.
e principals think the leaders would

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respond either *defi*
22 per cent did so.
school board to sa
One-half of the pri
of such committees

As has been not
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lation. There are ex
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is an example. As n
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out, this is the pr
the amount of err
the parents, .07 fo
the superintendent
the principals (64
should response b
in this fashion, 33
cent responded in
ing error rate is .
same as those of
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A somewhat di
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These predictions
teachers and the s
and the school b
leaders and the sc
other half respon
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to attendance at
of the citizens an
nitely or *preferab*
tively, 2.07 and 1

ould when in fact only
the principals expect the
bly should, none did so.
endent would be in favor
initely should not.
y are more successful in
those of any other popu-
#10 ("... permit teachers
ne calls while at school")
nse Scores, the principals
eaders, the school board,
ly should not. As it turns
of these populations and
5 for the citizens, .05 for
school board, and .19 for
of the teachers, most of
definitely or *preferably*
f the teachers responded
y or may not, and 42 per
ot categories. The result-
achers are essentially the
ut the principals are un-
at the principals are not
e teachers to problems of
n.

attern of error in percep-
le norm #33 ("...attend
e 50 per cent or more of
esponses by all populations
lictions cluster around 3.0.
curate in the case of the
r the three lay populations
oximately one-half of the
y or may not, most of the
d not categories. Broadly,
ons is thus slightly opposed
s. In contrast, 69 per cent
ents responded either *defi-*
response scores are, respec-
d.

The fact that the prevailing view of the citizens and the parents is that principals should attend all school board meetings while the prevailing view of the community leaders and the school board is that they *should not,* suggests a marked difference in images of the principalship, one identifying principals with administrative activities and the other not doing so. These differences in views are further evidence of principals being confronted with conflicting expectations.

The reasons for the variations in amount of error in perceptions of the principals, both as between populations and as between role norms, are not readily apparent. Among the factors that might be involved are role distance, extent of communication contacts, differential contact with particular segments of a population (such as irate parents), total years experience, and length of time in current position. Data necessary to test these possibilities are not now available and one can only speculate. However, there are other possibilities that can be tested.

Logically, one would expect that the greater the difference between the principals' own views and the actual views of others, the more difficult it would be for the principals to perceive the views of others. When tested, both between populations and between role norms, this inference proved to be correct. When the six populations of others were ranked by the amount of difference between their views and the views of the principals there was a perfect rank order correlation with a ranking according to the amount of error in the perceptions of the principals. When the 45 role norms for the principal inventory were similarly ranked for each population of others, by amount of difference between the views of the principals and the views of each of the populations of others, on the one hand, and the amount of error in the perceptions of the principals, on the other hand, the rank order correlation was positive and significant at the .05 level or better in all instances except the parents. Thus a major source of error would appear to be an assumption by the principals of a similarity of views or at least a failure to be aware of the extent of differences.

One might also expect that when a given population of others, such as citizens, are in low agreement among themselves it would be difficult for the principals to perceive accurately. This possibility was tested and it was found that there was no systematic relationship between low agreement and high error in perception.

A further insight regarding the higher error rate for the principals' perceptions of the school board and the superintendent as compared to the other populations is provided by an analysis of the direction of error. Using role norm # 27 ("...refuse to make decisions when no guiding policy has been provided") as an example, the mean Response Score for the principal's own views is 4.13. When the principals give their perceptions of the views of the school board the mean Response Score is 3.59 or less disapproving than their own views. However, the mean score for the actual views of the school board is 4.71 or even more disapproving than the principals themselves. Thus the perceptions of the principals are in the wrong direction as compared to their own views. The same is true in the case of the view of the superintendent. For this same role norm the mean score for the principals' perceptions of the views of the citizens is 3.86 (again less disapproving) but the score for the citizens' actual views is 3.47 or even less unfavorable than predicted. In this case the principals' perceptions are in the right direction but do not go far enough. The same situation exists as regards the views of the teachers.[4]

When a tabulation is made of the direction of error for all 45 role norms it is found that the perceptions of the principals are in the wrong direction 21 times for the superintendent and 19 times for the school board. The corresponding frequencies for the views of the citizens and the teachers are 8 and 6. Thus, much of the higher rate of error by the principals when perceiving the views of the central administration is due to their perceiving views as less favorable than their own when in fact they are more favorable and *vice versa.* Interestingly, in only one instance for the superintendent and three instances for the school board do the principals perceive in the right direction but not go far enough while this happens 18 and 11 times, respectively, in the case of the citizens and the teachers. These differences between the several populations of others as regards the direction of error in the perceptions of the principals bring into sharp relief the limited awareness by the principals of the actual views of the central administration.

SUMMARY

A review of the comparisons of the responses of the principals and the responses of each of the other populations reveals a number of broad patterns.

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[4] Appendix I shows the direction of error by the principals for each role norm and each population.

The views of the teachers regarding the position of principal are most similar of all the populations of others to the views of the principals themselves, both for the position as a whole and for each of the four roles. The views of the lay populations are the next closest to those of the principals for the position as a whole and in most instances for each of the four roles, a marked exception being the divergent views of the leaders for Role 2 (acting toward pupils and parents). The third highest difference is between the views of the principals and those of the school board. The greatest difference is between the principals and the superintendent, again for the position as a whole and each of the four roles.

The extent of differences between the principals' own views and those of the others varies from one role of principal to another, the greatest differences being for Role 2 and the least differences being for Role 4. This variation in the amount of difference between the normative views of the principals and of others by areas of activity may have implications regarding potential stress or even conflict. Assumedly, the most sensitive area of activity is that of the relation of principal to pupils and parents.

It is to be recalled that the principals anticipated more difference between their own views and those of the lay populations than between their own views and those of the other school linked populations (Chapter 2). This anticipation was correct in the case of the teachers but not in the case of the school board and the superintendent where the reverse pattern exists whether it be for the entire position or the four roles of principal taken separately.

Another pattern found in the data relates to the errors in perception of the views of others on the part of the principals. They are most accurate in their perceptions of the views of the teachers and least accurate in their perceptions of the views of the school board and the superintendent. This high error rate in the perception of the views of the school board and the superintendent is obviously a consequence of the expectations by the principals of little difference from their own views when in fact there is a relatively large difference. Professionalization and on the job communication have not provided a common orientation. Stated otherwise, the principals appear to identify more with the parents and the lay world in general than with their administrative superiors.[5]

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[5] It may be that the principals have more contact with the assistant superintendent in charge of the elementary program and are more familiar with his views than those of the superintendent. If so, there is some possibility that the

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principals were "thinking about" the assistant superintendent's views when they reported their perceptions of the views of the superintendent. Because of this possibility a separate analysis was made substituting the responses of the assistant superintendent for those of the superintendent. When this was done the error rate on the part of the principals was reduced approximately 20 per cent but still remained higher than for any other population. However, it is also true that the difference between the actual views of the principals and the assistant superintendent are approximately 20 per cent lower than between the principals and the superintendent. Thus, it is concluded that the reduction in the error rate when the views of the assistant superintendent are substituted for those of the superintendent is a consequence of less difference in the first place rather than the principals using their image of the assistant superintendent when reporting their perceptions of the views of the superintendent.

CHAPTER 5

Some explanations and implications

Given the findings reported above, it is now possible to identify a number of basic characteristics of the normative world of the elementary school principal in the subject community, to suggest a few explanations of these characteristics, and to explore some of the implications for educational administration.

Normative agreement within populations

One of the most important findings of this study has to do with the amount of agreement or consensus among populations of position holders. In contrast to the popular assumption of agreement as a characteristic of the normative world, it was found that there is a wide range of levels of agreement from one norm to another, a range from near zero to near complete agreement. Further, the individual norms were found to be almost uniformly distributed along the continuum from low to high agreement and that the mean level of agreement is approximately 50 per cent. This pattern holds whether the principals are reporting their own views or their perceptions of the views of others, or whether other populations are reporting their own views.

Lacking comparable data for a series of other positions and other social systems, it is not possible to judge whether the amount of agreement found in this study is relatively high or low. However, on the basis of the absolute measure used here, it is clear that the extent of agreement found for the position of elementary school principal is only moderate.

A question arises as to the reasons agreement is not higher than it is. It might be supposed that professionalization and continuing communications among principals, for example, would produce an

ciably higher level of agreement regarding the norms associated
the position in question. Such an assumption, however, would
e other factors operating to limit the extent of agreement. In
mporary society many norms are subject to change over
nd at any given moment new or modified norms will be in the
ss of emerging and hence accepted by only a portion of the
bers of a given population. Differences in background, whether
nal training or experience, will yield differing perspectives from
ndividual to another. A lack of clear proof as to what means
produce desired ends will inevitably make for varying convic-
as to what behavior is appropriate. Finally, differences in goals
give rise to different ideas as to proper means. In short, given
and other sources of differing and even conflicting normative
s, it may be surprising that agreement is as high as it is.

f particular interest is the fact that the amount of agreement
ng the principals themselves regarding the norms for their posi-
is only moderately higher than the amount of agreement among
ay populations. Professional training, similar work experience,
munication, and a degree of homogeneity regarding social class,
not made for much more agreement among the principals than
found in the highly heterogeneous population of citizens. Per-
professionalization operates to develop a degree of autonomy
individualization of views, rather than the opposite, and that
general culture provides the citizens with broadly common values
defined means to achieve these values.

is difficult if not dangerous to attempt to state the consequences
he levels of agreement among the principals themselves and
ng the populations of others. Nevertheless, a certain amount of
ious speculation may be legitimate and serve as a basis for further
iry. One possible consequence of the moderate level of agree-
t among the principals themselves is that there will be a broad
rance of divergent views and in turn divergent behavior, partic-
ly if there is an awareness of the lack of full agreement. Stated
erwise, there will be a lack of strong sanctions against the indivi-
l principal whose views vary from those of other principals. In
absence of strong constraints resulting from high agreement, prin-
ls may feel free to think and act as individuals. At the same time,
individuality of behavior may result in an absence of consistent
up effort in a specified direction. It may mean no well defined
delines to behavior and hence some confusion as to what a prin-
l should and should not do.

imilarly, the moderate level of agreement among the populations others regarding appropriate behavior for principals may result n absence of strong and concerted pressures on principals from general public and even from other school linked populations. In ition, this lack of a well defined set of expectations on the part populations of others may leave the door open for particular seg- nts of the community to have a disproportionate amount of influ- e on principals, particularly when such segments are aggressive in cing their views known.

mative agreement between populations

s with agreement within populations, there is no way to judge ether the amount of agreement between populations is high or as compared to other positions and other social systems. Thus sideration must be limited to relative amounts of agreement as veen the several populations included in this study. It was found the principals and teachers are in highest agreement, that the ncipals and the school board and superintendent are in lowest eement, and that the principals and the lay populations are in lian agreement. Assumedly, one basic reason for the relative sim- ty in the responses of the principals and the teachers is that principals were once teachers and continue to identify with teaching function itself. Further, the principals are in frequent nmunication contact with teachers, thus mutually reinforcing others' views regarding the norms identified with the principal- . Finally, it is possible that the other populations similarly identify cipals with the teaching functions and thereby reinforce views sistent with those held by the teachers themselves.

he most obvious explanation of the relatively large difference veen the views of the principals and the central administration ld be an absence, at least to a degree, of the conditions that make a similarity of views of the principals and the teachers. In addi- , there is evidence that the members of the school board and the rintendent, as a consequence of the nature of their positions, in a position to be independent in their views and thus less influ- ed by custom or tradition. An example is the case of reviewing rt cards. Because it has been customary, both the teachers and principals favor the practice. The superintendent is free to ques- such activity as not being essential.

nother possibility would involve the nature of the administrative tion. Both the school board and the superintendent will be con-

vith problems not central to the teaching function
nmunity politics and will thus see the principalship
than do the principals and teachers.
rely large difference of views between the princi-
administration, on the one hand, and the relatively
views between the principals and the teachers, on
rtain consequences are possible. To the extent the
ncipals corresponds to their normative views, their
disapproved by the administration. If the central
ot fully aware of the fact that behavior of the prin-
ence of the state of the normative structure itself,
osition that the principals are incapable, irrespon-
y committed to their task. Disapproval will be
principals as individuals and a degree of stress will
espondingly, the teachers may be more supportive
the principals because the behavior of the latter
closely to the expectations held by the teachers.
lay populations would, according to this hypothe-
ble than that of the central administration and less
of the teachers.

normative views of others

wn, the ability of the principals to perceive accur-
of others regarding the position of elementary
varies from one population to another. They are
their perception of the views of the teachers and
heir perception of views of the school board and
. Their accuracy for the remaining lay populations

y principals are able to perceive the views of one
ers more accurately than another are undoubtedly
x. A few possibilities can be suggested.
inted out already, the evidence indicates that the
ll school people have similar views by virtue of
training and activity. This is born out by the
' "predictions" of the views of other school linked
less from the principals' own views than do their
the views of the lay populations. The principals
pect much difference between their own views and
ol board and the superintendent nor between the
ol board and the superintendent. However, there is

between the views of the principals themselves
chool board and the superintendent and even
iews of the school board and the superintendent.
e lack of awareness on the part of the principals
tually exist that accounts for errors in perception.
aps related explanation has to do with differ-
l orientation of the principals and the central
e one hand, and similarities in the general orien-
s and even the lay populations. Here it is assumed
ministration, of necessity, is concerned with a
ministrative problems, public relations, voter
, and the like. These concerns and responsibilities
dition judgments as to appropriate behavior for
ther hand, if the principals are primarily oriented
function their judgments regarding appropriate
ferent. Unaware of differences in orientation the
nticipate differences in normative views.
e available, a question must be raised regarding
tent of communication between the principals
ministration, on the one hand, and between the
teachers or even citizens, on the other hand. If
discussed when the principals and the central
in communication contact pertain primarily to
ions, it may be that the principals have a limited
cover the views of the central administration re-
ge of activities central to the position of principal.
d be the case as regards communication contacts
and teachers where there is almost hour to hour
incipals to learn the views of teachers regarding
ns of principals.
rate in the perceptions of the principals is exam-
possible consequences are apparent. One of these
lves the internalization of norms. The nature of
nd role conceptions is such that a given population
s will tend to modify its own views of what is
or in accordance with what it assumes to be the
other population of position holders with which
elated. This is illustrated in the case of the social-
When the perceptions of expectations of another
nctionally related population are correct, any mod-
pectations will tend to bring about normative inte-

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lly shared norms. But when the percep-
es of behavior that are internalized will
ally held by the other populations and
ation will be reduced. Stated otherwise,
basis of error in perception will consti-
ing that does not exist and hence is not
. To the extent this process takes place
veen populations of position holders will
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s to do with the kinds of experiences
hers. If the actual views of the central
from what the principals think they are,
dministration may appear capricious and
n be a sense of insecurity and frustra-
attitude. When the opposite is the case,
e extent the lay populations, a feeling of
esult. If principals can predict teacher be-
vith their preceptions they may feel more
e and hence maintain a more positive atti-

xtent the principals are not aware of the
ration the influence of the central admin-
The principals may feel they are giving
ws of the administration but cannot do
t the views are. Conversely, the teachers
exercise relatively more influence by vir-
able to perceive their views and hence
deration.

g growing out of this study is the extent
ructure is composed of norms that are
ms that represent preferred behavior, and
n of choice on the part of the actor. As
tely one-fourth of all responses, by both
he populations of others, are either *defi-*
should not, i.e., mandatory. Roughly 40
bly should or *preferably should not* and
This means that the real normative world
abstract notion of all rules being manda-

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cipals expect each of the populations
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frequently in the *may or may not*
actually do. Correspondingly, they
categories more often than actually
e in the case of the lay populations.
ponses as between the five response
ulations of others is more like that
the latter are aware. Actually, the
or may not response more frequent-
ves.

ons for the distribution of responses
ries as found here would involve a
f norms themselves, the characteris-
processes of social interaction and
out that by their very nature rules
nked and that as a situation changes
is why respondents often comment
quence, many rules are regarded as
t, due to mitigating circumstances,
r in the actual world there are many
s of conduct are accepted as equally
of behavior has come to be accepted
In such situations the rule is that
ternatives. In view of these obser-
responses are distributed as they are.
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uld or *definitely should not* than the
here are some norms where the ex-
demanding than the principals are
these cases may elicit disapproval.
ent of *may or may not* responses by
ncipals may result in the principals
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the principals may experience some

he responses of the populations of
ory categories means the principals

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Appendixes

APPENDIX A

Elementary School Principal Role Norm Inventory

Role 1: Acting Toward Teachers

1. ...prepare lists of professional reading materials for his teachers.
2. ...review with each teacher any written evaluation he makes of that teacher's work.
3. ...require teachers in his school to attend PTA meetings.
4. ...consult teachers in working out schedules of supervisory duties such as lunchroom and playground supervision.
5. ...share in the extra duties around the school, such as lunchroom and playground supervision.
6. ...evaluate teachers solely on the basis of observations of their classroom teaching.
7. ...review all report cards before they are sent home to parents.
8. ...express an interest in the personal life and problems of teachers.
9. ...permit a teacher to leave his classroom unattended.
10. ...permit teachers to make or receive routine personal telephone calls while at school.
11. ...require teachers to check with the office before leaving school at the end of the day.
12. ...check teacher performance periodically by unannounced classroom visits.
13. ...require teachers to submit weekly lesson plans to him.
14. ...insist that teachers of the same grade level follow an identical program of studies.
15. ...periodically request his teachers to evaluate his performance as a principal.

Role 2: Acting Toward Pupils and Parents

16. ...learn the name of every child in the school.
17. ...encourage parents to visit their children's classroom at any time.
18. ...discourage parents from telephoning him at his home.
19. ...allow parents to see any school records which the school has concerning their own children.
20. ...take the side of a teacher when conflict arises with parents.
21. ...visit the homes of all children who have adjustment problems.
22. ...be available to parents at any time during the school day without an appointment.
23. ...send children home if they misbehave seriously (if parents are home).
24. ...assume primary responsibility for keeping the PTA or parent group active.
25. ...request the advice of committees of parents in planning the educational program of the school.

Role 3: Acting Toward Profession

26. . . . secure the approval of the Superintendent on all decisions regarding changes in the operation of the school.
27. . . . refuse to make decisions when no guiding policy has been provided.
28. . . . be present at the school at all times pupils are in class.
29. . . . spend time evenings and weekends working on school matters.
30. . . . make frequent visits to other elementary schools.
31. . . . discuss school matters informally with School Board members.
32. . . . contribute articles to publications which are read by other educators.
33. . . . attend all regular School Board meetings.
34. . . . send to the Superintendent a copy of all formal written communications to parents.
35. . . . participate in the meetings of teacher organizations in which teachers discuss their problems.

Role 4: Acting Toward Community

36. . . . develop an educational program designed to meet the needs of the pupils in his school rather than adopt a standard program.
37. . . . attend church regularly.
38. . . . take an active part in community organizations.
39. . . . live within the school district.
40. . . . conform to stricter standards in his private life than most other people in the community.
41. . . . devote a major portion of his time to public relations for his school.
42. . . . freely express in the community his views regarding controversial issues.
43. . . . patronize a cocktail lounge.
44. . . . serve alcoholic beverages in his home.
45. . . . make speeches in support of political parties.

APPENDIX B

Agreement Scores (AS) and Mean Response Scores (RS) for 45 Elementary School Principal Role Norms by Principals' Self Expectations, by Principals' Perceptions of the Expectations of Others, and by the Actual Expectations of Others

	Role Norms						
	(1) AS RS	(2) AS RS	(3) AS RS	(4) AS RS	(5) AS RS	(6) AS RS	(7) AS RS
Principal:Self	.478/2.63	.773/1.27	.128/2.95	.469/1.63	.167/2.54	.358/4.13	.621/1.81
Principal:Citizen	.507/2.41	.658/1.95	.544/2.00	.432/2.77	.318/2.90	.433/3.50	.470/2.00
Citizen Actual	.342/2.52	.457/1.80	.341/2.28	.520/1.68	.201/2.51	.179/3.37	.327/3.14
Principal:Parents	.508/2.59	.697/2.18	.508/2.13	.544/2.45	.508/2.68	.206/3.31	.357/2.13
Parents Actual	.313/2.49	.463/1.75	.383/2.33	.490/1.61	.279/2.40	.223/3.47	.424/3.23
Principal:Leaders	.620/2.27	.508/1.95	.697/2.00	.433/2.59	.393/3.09	.282/3.59	.546/2.00
Leaders Actual	.490/2.24	.508/1.58	.301/2.80	.576/1.74	.288/2.50	.255/3.67	.288/3.65
Principal:Sch.Bd.	.544/2.27	.583/1.50	.620/2.18	.621/2.18	.243/2.81	.508/3.77	.621/1.81
Sch.Bd. Actual	.168/2.71	.404/1.71	.643/3.14	.643/1.57	.168/2.29	.167/3.86	.523/3.57
Principal:Teachers	.394/2.90	.773/1.27	.130/3.40	.432/1.86	.128/2.68	.168/3.63	.397/2.63
Teachers Actual	.498/2.83	.857/1.17	.299/2.85	.423/1.71	.124/2.55	.332/3.94	.486/2.24
Principal:Supt.	.468/2.36	.734/1.31	.353/2.59	.658/1.95	.280/2.95	.470/4.09	.659/1.86
Supt. Actual	—/2.00	—/1.00	—/4.00	—/1.00	—/1.00	—/5.00	—/5.00

APPENDIX B (continued)

	Role Norms						
	(8) AS RS	(9) AS RS	(10) AS RS	(11) AS RS	(12) AS RS	(13) AS RS	(14) AS RS
Principal:Self	.583/2.13	.281/3.31	.434/3.40	.432/4.04	.508/1.86	.318/2.09	.773/4.72
Principal:Citizen	.773/2.18	.583/4.13	.621/3.90	.445/2.52	.621/1.81	.583/1.86	.280/2.95
Citizen Actual	.236/2.83	.392/3.89	.441/3.96	.278/3.04	.377/2.16	.446/2.89	.252/3.14
Principal:Parents	.584/2.50	.623/4.09	.508/3.77	.508/2.86	.546/1.72	.546/2.09	.243/3.00
Parents Actual	.292/2.71	.408/3.84	.435/3.82	.375/2.95	.541/2.06	.493/2.81	.256/3.09
Principal:Leaders	.848/2.18	.622/4.27	.735/4.04	.281/2.40	.583/1.86	.621/1.90	.242/3.18
Leaders Actual	.332/2.48	.463/3.89	.474/3.97	.215/3.51	.362/2.05	.467/3.06	.184/3.56
Principal:Sch.Bd.	.735/2.13	.583/3.95	.584/3.77	.355/2.59	.470/1.81	.621/1.72	.433/3.59
Sch.Bd. Actual	.286/3.43	.524/4.28	.524/4.28	.406/3.14	.405/2.14	.643/2.86	.405/3.14
Principal:Teachers	.583/2.31	.243/2.72	.392/2.54	.547/4.45	.432/2.86	.243/2.90	.699/4.63
Teachers Actual	.364/2.47	.333/2.89	.295/3.25	.388/3.84	.348/2.53	.303/2.55	.625/4.55
Principal:Supt.	.659/2.13	.471/3.72	.697/3.81	.478/3.09	.508/1.86	.546/1.72	.357/4.04
Supt. Actual	—/3.00	—/4.00	—/4.00	—/2.00	—/3.00	—/3.00	—/4.00

	Role Norms						
	(15) AS RS	(16) AS RS	(17) AS RS	(18) AS RS	(19) AS RS	(20) AS RS	(21) AS RS
Principal:Self	.364/2.57	.697/2.00	.811/1.22	.508/3.95	.282/3.77	.444/2.19	.394/2.54
Principal:Citizen	.546/2.36	.469/2.27	.583/1.50	.470/3.63	.583/2.22	.433/3.40	.546/2.63
Citizen Actual	.297/2.97	.441/2.95	.238/2.28	.105/2.50	.285/2.02	.487/3.03	.332/2.50
Principal:Parents	.395/2.45	.582/2.15	.469/1.63	.207/3.40	.433/2.13	.394/3.27	.354/2.86
Parents Actual	.263/3.00	.483/2.97	.351/2.04	.183/2.45	.295/2.02	.523/3.16	.453/2.69

Sch.Bd. Actual	.643/2.86	.524/2.29	.049/2.29	[illegible]	[illegible]	[illegible]	[illegible]
Principal: Teachers	.355/2.68	.523/2.61	.583/2.31	.128/3.04	.405/3.85	.659/1.59	.318/2.63
Teachers Actual	.308/3.10	.449/2.70	.400/1.98	.305/2.26	.317/4.17	.471/1.84	.561/2.75
Principal: Supt.	.393/2.45	.547/2.45	.546/1.63	.128/3.13	.356/3.86	.357/2.22	.356/2.68
Supt. Actual	—/3.00	—/3.00	—/1.00	—/4.00	—/1.00	—/3.00	—/3.00

	Role Norms						
	(22) AS RS	(23) AS RS	(24) AS RS	(25) AS RS	(26) AS RS	(27) AS RS	(28) AS RS
Principal: Self	.468/2.27	.279/2.86	.053/2.95	.356/2.95	.393/2.36	.433/4.13	.318/3.00
Principal: Citizen	.470/1.90	.206/3.13	.203/2.86	.356/2.68	.394/2.27	.357/3.86	.620/2.09
Citizen Actual	.211/3.04	.161/2.38	.247/2.56	.255/2.90	.437/2.06	.237/3.47	.393/2.38
Principal: Parents	.207/1.86	.323/3.18	.168/3.04	.365/2.66	.286/2.52	.326/3.76	.483/2.23
Parents Actual	.231/2.99	.187/2.47	.199/2.72	.275/3.02	.434/2.03	.248/3.38	.439/2.44
Principal: Leaders	.280/2.09	.319/2.63	.204/2.86	.582/2.22	.583/2.04	.470/3.81	.582/2.31
Leaders Actual	.166/3.60	.268/2.20	.084/2.74	.300/3.37	.209/2.28	.360/4.01	.441/2.48
Principal: Sch.Bd.	.604/2.19	.395/3.00	.168/2.63	.544/2.45	.583/1.95	.207/3.59	.658/2.31
Sch.Bd. Actual	.168/3.14	.287/2.29	.048/3.57	.405/3.86	.049/2.71	.762/4.71	.524/2.29
Principal: Teachers	.128/2.18	.583/2.31	.204/2.86	.280/3.13	.280/2.86	.395/4.09	.203/2.77
Teachers Actual	.178/2.88	.148/2.59	.179/3.49	.241/3.58	.188/2.81	.381/3.80	.427/2.79
Principal: Supt.	.128/2.09	.243/3.00	.053/2.77	.242/2.72	.318/2.36	.470/3.90	.203/2.77
Supt. Actual	—/1.00	—/1.00	—/4.00	—/5.00	—/5.00	—/5.00	—/3.00

	AS RS	AS RS	AS RS	AS RS	AS RS	AS RS	AS RS
Principal:Self	.470/3.72	.621/2.27	.243/2.81	.583/2.31	.583/2.95	.053/3.04	.167/3.45
Principal:Citizen	.546/3.00	.659/2.86	.432/2.77	.621/2.54	.583/2.68	.280/2.59	.356/2.86
Citizen Actual	.422/3.53	.484/2.61	.311/2.49	.550/2.55	.439/2.07	.388/2.75	.369/2.25
Principal:Parents	.524/2.90	.484/2.76	.524/3.09	.683/2.61	.563/2.85	.406/2.76	.524/3.00
Parents Actual	.491/3.51	.561/2.63	.272/2.48	.545/2.57	.509/1.97	.531/2.90	.486/2.12
Principal:Leaders	.432/2.95	.546/2.72	.507/3.13	.583/2.50	.508/2.59	.203/2.50	.394/3.09
Leaders Actual	.536/3.24	.451/2.78	.311/3.24	.351/2.42	.276/3.47	.184/3.20	.259/2.42
Principal:Sch.Bd.	.508/3.12	.470/2.45	.356/2.77	.546/2.36	.544/2.72	.205/2.68	.433/3.40
Sch.Bd. Actual	.722/2.86	.880/3.14	.523/2.43	.762/2.71	.404/3.71	.287/2.71	.523/3.29
Principal:Teachers	.471/3.72	.545/2.45	.469/3.00	.683/2.54	.583/2.95	.318/3.18	.433/4.04
Teachers Actual	.429/3.80	.459/2.57	.368/3.02	.683/2.66	.570/2.83	.283/3.64	.183/3.18
Principal:Supt.	.432/3.31	.659/2.13	.468/3.09	.546/2.63	.583/2.86	.167/2.90	.357/3.68
Supt. Actual	—/3.00	—/3.00	—/4.00	—/3.00	—/3.00	—/1.00	—/4.00

	Role Norms						
	(36) AS RS	(37) AS RS	(38) AS RS	(39) AS RS	(40) AS RS	(41) AS RS	(42) AS RS
Principal:Self	.735/1.31	.660/2.59	.659/2.13	.622/2.63	.205/3.22	.204/2.86	.735/3.31
Principal:Citizen	.468/2.27	.811/1.95	.697/2.08	.659/2.13	.809/2.04	.393/2.63	.546/3.72
Citizen Actual	.354/2.27	.506/2.44	.492/2.39	.551/2.53	.395/2.53	.450/2.78	.578/3.51
Principal:Parents	.470/2.09	.508/2.31	.697/2.09	.508/2.31	.658/2.22	.280/2.86	.545/3.63
Parents Actual	.329/2.28	.563/2.51	.585/2.53	.672/2.65	.405/2.67	.507/2.90	.634/3.44

	Role Norms		
	(43) AS RS	(44) AS RS	(45) AS RS
Principal:Self	.621/3.45	.735/3.18	.545/3.54
Principal:Citizen	.811/3.95	.546/3.27	.621/3.90
Citizen Actual	.404/3.74	.671/3.40	.429/3.98
Principal:Parents	.621/3.90	.546/3.63	.546/4.04
Parents Actual	.490/3.61	.782/3.26	.377/3.75
Principal:Leaders	.773/3.90	.583/3.40	.470/3.81
Leaders Actual	.450/3.66	.847/3.18	.396/3.81
Principal:Sch.Bd.	.583/3.68	.659/3.22	.508/3.68
Sch.Bd. Actual	.405/3.86	.762/3.29	.405/4.14
Principal:Teachers	.545/3.54	.583/3.40	.546/3.72
Teachers Actual	.495/3.60	.773/3.27	.538/3.55
Principal:Supt.	.698/3.36	.508/3.18	.508/3.59
Supt. Actual	—/4.00	—/3.00	—/4.00

an Response Scores Between Principals' Own Views
ions of the Views of Other Populations, by
by Roles, and by Total Position of
Principal

	Populations of Others				
	Parents	Leaders	Sch. Bd.	Teachers	Superintendent
rd Teachers					
	.04	.36	.36	.27	.27
	.91	.68	.23	—	.04
	.82	.95	.77	.45	.36
	.82	.96	.55	.23	.32
	.14	.55	.17	.14	.41
	.82	.54	.36	.50	.04
	.32	.19	—	.82	.05
	.37	.05	—	.18	—
	.78	.96	.64	.59	.41
	.37	.64	.37	.86	.41
	1.18	1.64	1.44	.41	.95
	.14	—	.05	1.00	—
	—	.19	.31	.81	.37
	1.72	1.54	1.13	.09	.68
	.12	.17	.17	.11	.12
	.57	.63	.44	.43	.30
rd Pupils and Parents					
	.15	.22	.45	.61	.45
	.41	.37	.50	1.09	.41
	.55	.64	.34	.91	.82
	1.64	.91	.27	.08	.09
	1.08	.94	.57	.60	.03
	.32	—	.04	.09	.14
	.41	.18	.08	.09	.18
	.32	.25	.14	.55	.14
	.09	.09	.32	.09	.18
	.29	.73	.50	.18	.23
	.52	.43	.32	.43	.27

Role 3
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MEAN
Role
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MEA
TOTA

.32	.41	.50	—
.32	.54	.04	.23
.69	.69	.23	.23
.77	.60	—	.41
.65	.18	.18	.14
.32	.04	.19	.28
.19	.05	.23	.32
.36	.23	—	.09
.54	.36	.14	.14
.36	.05	.59	.23
.45	.32	.21	.21
.73	.69	.37	.37
.32	.23	—	.27
.32	.27	.09	.09
.54	.45	.05	.23
1.04	.05	.54	.59
.27	.14	.09	.18
.46	.37	.19	.37
.45	.23	.09	.09
.22	.04	.22	—
.27	.14	.18	.05
.46	.35	.18	.22
.51	.36	.33	.25

e Scores Between Principals' Perceptions
Populations by Individual Norms, by
f Elementary School Principal

	Populations of Others	
nts	Parents vs. Leaders	Leaders vs. Citizens
	.32	.14
	.23	—
	.13	—
	.14	.18
	.41	.19
	.28	.09
	.13	—
	.32	—
	.18	.14
	.31	.14
	.46	.12
	.14	.05
	.19	.04
	.18	.23
	.05	.04
	.23	.09
l Parents		
	.07	.05
	.04	.09
	.09	.32
	.73	.64
	.14	.27
	.32	.09
	.23	.19
	.55	.50
	.18	—
	.44	.46
	.28	.26

Role 3: Acting Toward F

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MEAN

Role 4: Acting Toward

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MEAN

TOTAL MEAN

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APPENDIX E

Differences in Mean Response Scores Between Principals' Perceptions of the Views of School Personnel by Individual Norms, by Roles, and by Total Position of Elementary School Principal

Role	School Personnel		
Norms	Teacher vs. Sch.Bd.	Sch.Bd. vs.Supt.	Teacher vs. Supt.
Role 1: Acting Toward Teachers			
1	.63	.09	.54
2	.33	.19	.04
3	1.22	.41	.81
4	.32	.23	.09
5	.13	.14	.27
6	.14	.32	.46
7	.82	.05	.77
8	.18	—	.18
9	1.23	.23	1.00
10	1.23	.04	1.27
11	1.86	.50	1.36
12	1.05	.05	1.00
13	1.18	—	1.18
14	1.04	.45	.59
15	.28	.05	.23
MEAN	.78	.18	.65
Role 2: Acting Toward Pupils and Parents			
16	.16	—	.16
17	.59	.09	.68
18	.55	.46	.09
19	.35	.36	.01
20	1.17	.54	.63
21	.13	.18	.05
22	.01	.10	.09
23	.69	—	.69
24	.23	.14	.09
25	.68	.27	.41
MEAN	.46	.21	.29

Role 3: Acting Toward Profession			
26	.91	.41	.50
27	.50	.31	.19
28	.46	.46	—
29	.60	.19	.41
30	—	.32	.32
31	.23	.32	.09
32	.18	.27	.09
33	.23	.14	.09
34	.50	.22	.28
35	.64	.28	.36
MEAN	.42	.29	.23
Role 4: Acting Toward Community			
36	.32	.32	—
37	.23	.50	.27
38	.36	.18	.18
39	.50	.22	.28
40	.41	.36	.05
41	.05	.04	.09
42	.18	—	.18
43	.14	.32	.18
44	.18	.04	.22
45	.04	.09	.13
MEAN	.24	.21	.16
TOTAL MEAN	.51	.22	.37

APPENDIX F

Differences in Mean Response Scores Between Principals' Perceptions of the Views of Lay Populations as Compared to Their Perceptions of the Views of School Personnel, by Individual Norms, by Roles, and by the Total Position of Elementary School Principal

Role	Citizens vs.			Parents vs.			Leaders vs.		
Norms	Teacher	Sch. Bd.	Supt.	Teacher	Sch. Bd.	Supt.	Teacher	Sch. Bd.	Supt.
Role 1: Acting Toward Teachers									
1	.49	.14	.05	.61	.32	.23	.63	—	.09
2	.68	.45	.64	.91	.68	.87	.68	.45	.64
3	1.40	.18	.59	1.27	.05	.46	1.40	.18	.59
4	.91	.58	.82	.59	.27	.50	.73	.41	.64
5	.22	.09	.05	—	.13	.27	.41	.28	.14
6	.13	.27	.59	.32	.46	.78	.04	.18	.50
7	.63	.19	.14	.50	.32	.27	.63	.19	.14
8	.13	.05	.05	.19	.37	.37	.13	.05	.05
9	1.41	.18	.41	1.37	.14	.37	1.55	.32	.55
10	1.36	.13	.09	1.23	—	.04	1.50	.27	.23
11	1.93	.07	.57	1.59	.27	.23	2.05	.19	.69
12	1.05	—	.05	1.14	.09	.14	1.00	.05	—
13	1.04	.14	.14	.81	.37	.37	1.00	.18	.18
14	1.68	.64	1.09	1.63	.59	1.04	1.45	.41	.86
15	.32	.04	.09	.23	.05	—	.28	—	.05
MEAN	.89	.21	.36	.83	.27	.40	.90	.21	.36
Role 2: Acting Toward Pupils and Parents									
16	.34	.18	.18	.46	.30	.30	.39	.23	.23
17	.81	.22	.13	.68	.09	—	.72	.13	.04
18	.59	.04	.50	.36	.19	.27	.27	.28	.18
19	1.63	1.28	1.64	1.62	1.37	1.73	.99	.64	1.00
20	1.81	.64	1.18	1.68	.57	1.05	1.54	.37	.91
21	—	.13	.05	.23	.36	.18	.09	.04	.14

22	.28	.29	.19	.32	.33	.23	.09	.10	—
23	.82	.13	.13	.87	.18	.18	.32	.37	.37
24	—	.23	.09	.18	.41	.27	—	.23	.09
25	.45	.23	.04	.47	.21	.06	.91	.23	.50
MEAN	.67	.34	.41	.69	.40	.43	.53	.26	.35
Role 3: Acting Toward Profession									
26	.59	.32	.09	.34	.57	.16	.82	.09	.32
27	.23	.27	.04	.33	.17	.14	.28	.22	.09
28	.68	.22	.68	.54	.08	.54	.46	—	.46
29	.72	.12	.31	.82	.22	.41	.77	.17	.36
30	.41	.41	.73	.31	.31	.63	.27	.27	.59
31	.23	—	.32	.09	.32	—	.13	.36	.04
32	—	.18	.09	.07	.25	.02	.04	.14	.13
33	.27	.04	.18	.10	.07	.01	.64	.13	.27
34	.59	.09	.31	.42	.08	.14	.68	.18	.40
35	1.18	.54	.82	1.04	.40	.68	.95	.31	.59
MEAN	.49	.22	.36	.41	.25	.27	.50	.19	.32
Role 4: Acting Toward Community									
36	.59	.27	.59	.41	.09	.41	.36	.04	.36
37	.64	.41	.91	.28	.05	.55	.32	.09	.59
38	.22	.14	.04	.13	.23	.05	.41	.05	.23
39	.55	.05	.27	.37	.13	.09	.59	.09	.31
40	.64	.23	.59	.46	.05	.41	.50	.09	.45
41	.14	.09	.05	.09	.14	.18	.18	.13	.09
42	.22	.04	.04	.13	.05	.05	.27	.09	.09
43	.41	.27	.59	.36	.22	.54	.36	.22	.54
44	.13	.05	.09	.13	.41	.45	—	.18	.22
45	.18	.22	.31	.32	.36	.45	.09	.13	.22
MEAN	.37	.18	.35	.27	.17	.32	.31	.11	.31
TOTAL MEAN	.64	.23	.37	.58	.27	.36	.60	.19	.34

APPENDIX G

Differences in Mean Response Scores Between Selected Populations of Others, by Individual Norms, by Roles, and by Total Position of Elementary School Principal

Role Norms	Citizen Leader	Citizen Supt.	Citizen Sch. Bd.	Citizen Teacher	Leader Supt.	Leader Sch. Bd.	Leader Teacher	Supt. Sch. Bd.	Supt. Teacher	Teacher Sch. Bd.
Role 1: Acting Toward Teachers										
1	.28	.52	.19	.31	.24	.47	.59	.71	.83	.12
2	.22	.80	.09	.63	.58	.13	.41	.71	.17	.54
3	.52	1.72	.86	.57	1.20	.34	.05	.86	1.15	.19
4	.06	.68	.11	.03	.74	.17	.03	.57	.71	.14
5	.01	1.51	.22	.04	1.50	.21	.05	1.29	1.55	.26
6	.30	1.63	.49	.57	1.33	.19	.27	1.14	1.06	.08
7	.51	1.86	.43	.90	1.35	.08	1.41	1.43	2.76	1.33
8	.35	.17	.60	.36	.52	.95	.01	.43	.53	.96
9	—	.11	.39	1.00	.11	.39	1.00	.28	1.11	1.39
10	.01	.04	.32	.71	.03	.31	.72	.28	.75	1.00
11	.47	1.04	.10	.80	1.51	.37	.33	1.14	1.84	.70
12	.11	.84	.02	.37	.95	.09	.48	.86	.47	.39
13	.17	.11	.03	.34	.06	.20	.51	.14	.45	.31
14	.42	.86	—	1.41	.44	.42	.99	.86	.55	1.41
15	.41	.03	.11	.13	.38	.52	.28	.14	.10	.24
MEAN	.26	.79	.26	.54	.73	.32	.48	.72	.94	.61
Role 2: Acting Toward Pupils and Parents										
16	.21	.05	.66	.25	.16	.87	.46	.71	.30	.41
17	.61	1.28	.01	.30	1.89	.60	.91	1.29	.98	.31
18	.09	1.50	.64	.24	1.59	.73	.15	.86	1.74	.88
19	.56	1.02	.12	2.15	1.58	.44	1.59	1.14	3.17	2.03
20	.24	.03	.30	1.19	.21	.54	.95	.33	1.16	1.49
21	.62	.50	.64	.25	.12	.02	.37	.14	.25	.39
22	.56	2.04	.10	.16	2.60	.46	.72	2.14	1.88	.26

Role 3: Acting Toward Profession										
26	.22	2.94	.65	.75	2.72	.43	.53	2.29	2.19	.10
27	.54	1.53	1.24	.33	.99	.70	.21	.29	1.20	.91
28	.10	.62	.09	.41	.52	.19	.31	.71	.21	.50
29	.29	.53	.67	.27	.24	.38	.56	.14	.80	.94
30	.17	.39	.53	.04	.22	.36	.21	.14	.43	.57
31	.75	1.51	.06	.53	.76	.81	.22	1.57	.98	.59
32	.13	.45	.16	.11	.58	.29	.24	.29	.44	.05
33	1.40	.93	1.64	.76	.47	.24	.64	.71	.17	.88
34	.45	1.75	.04	.89	2.20	.49	.44	1.71	2.64	.93
35	.17	1.75	1.04	.93	1.58	.87	.76	.71	.82	.11
MEAN	.42	1.24	.61	.50	1.03	.48	.41	.86	.99	.59
Role 4: Acting Toward Community										
36	.46	1.27	.44	.58	1.73	.02	1.04	1.71	.69	1.02
37	.08	.56	.42	.06	.48	.34	.02	.14	.50	.36
38	.22	.61	.18	.01	.83	.40	.23	.43	.60	.17
39	.18	.47	.33	.16	.65	.51	.34	.14	.31	.17
40	.13	.47	.24	.30	.60	.11	.43	.71	.17	.54
41	.73	2.22	.93	.23	1.49	.20	.50	1.29	1.99	.70
42	.04	.49	.20	.08	.53	.24	.12	.29	.41	.12
43	.08	.26	.12	.14	.34	.20	.06	.14	.40	.26
44	.22	.40	.11	.13	.18	.11	.09	.29	.27	.02
45	.17	.02	.16	.43	.19	.33	.26	.14	.45	.59
MEAN	.23	.68	.31	.21	.70	.25	.31	.53	.58	.40
TOTAL MEAN	.31	.94	.39	.48	.90	.38	.46	.76	.95	.56

PPENDIX H

ifferences in Mean Response Scores as Between Principals' Own iews and the Views of Populations of Others, by Individual Norms, y Roles, and by Total Position of Elementary School Principal

ole orms	Citizens	Parents	Leaders	Sch. Bd.	Teachers	Superintendent
	Populations of Others					
ole 1: Acting Toward Teachers						
1	.11	.14	.39	.08	.20	.63
2	.53	.48	.31	.44	.10	.27
3	.67	.62	.15	.19	.10	1.05
4	.05	.02	.11	.06	.08	.63
5	.03	.14	.04	.25	.01	1.54
6	.76	.66	.46	.27	.19	.87
7	1.33	1.42	1.84	1.76	.43	3.19
8	.70	.58	.35	1.30	.34	.87
9	.58	.53	.58	.97	.42	.69
10	.56	.42	.57	.88	.15	.60
11	1.00	1.09	.53	.90	.20	2.04
12	.30	.22	.19	.28	.67	1.14
13	.80	.72	.97	.77	.46	.91
14	1.58	1.63	1.16	1.58	.17	.72
15	.40	.43	.81	.29	.53	.43
EAN	.63	.61	.56	.67	.27	1.04
ole 2: Acting Toward Pupils and Parents						
16	.95	.97	1.16	.29	.70	1.00
17	1.06	.82	1.67	1.07	.76	.22
18	1.45	1.50	1.54	.81	1.69	.05
19	1.75	1.75	1.19	1.63	.40	2.77
20	.84	.97	.60	1.14	.35	.81
21	.04	.15	.58	.60	.21	.46
22	.77	.72	1.33	.87	.61	1.27
23	.48	.39	.66	.57	.27	1.86
24	.39	.23	.21	.62	.54	1.05
25	.05	.07	.42	.91	.63	2.05
EAN	.78	.76	.94	.85	.62	1.15

ard Profession					
0	.33	.08	.35	.45	2.64
5	.75	.12	.58	.33	.87
2	.56	.52	.71	.21	—
0	.21	.48	.86	.08	.72
4	.36	.51	.87	.30	.73
2	.33	.43	.38	.21	1.19
4	.26	.11	.40	.35	.69
3	.98	.52	.76	.12	.05
9	.14 ,	.16	.33	.60	2.04
0	1.33	1.03	.16	.27	.55
0	.53	.40	.54	.29	.95
ard Community					
6	.97	1.42	1.40	.38	.31
5	.08	.07	.27	.09	.41
6	.40	.04	.44	.27	.87
0	.02	.28	.23	.06	.37
9	.55	.82	.93	.39	.22
8	.04	.65	.85	.15	2.14
0	.13	.16	.40	.28	.69
9	.16	.21	.41	.15	.55
2	.08	—	.11	.09	.18
4	.21	.27	.60	.01	.46
4	.26	.39	.56	.19	.62
7	.55	.57	.66	.33	.95

ean Response Scores as Between Principals'
e Views of Others and the Actual Views of
dual Norms, by Roles, and by
Elementary School Principal

Populations of Others					
zens	Parents	Leaders	Sch. Bd.	Teachers	Superin- tendent
ard Teachers					
- .11	+− .10	+− .03	− .44	+− .07	+− .36
- .15	++ .43	++ .37	+− .21	+− .10	− .31
- .28	+− .20	++ .80	− .96	− .55	−1.41
-1.09	− .84	++ .85	− .61	+− .15	− .95
- .39	− .28	− .59	− .52	+− .13	−1.95
- .13	++ .16	++ .08	+− .09	+− .31	− .91
-1.14	+−1.10	+−1.65	+−1.76	++ .39	+−3.14
- .65	+− .21	+− .30	+−1.30	+− .16	+− .87
- .24	++ .25	++ .38	+− .33	+− .17	+− .28
- .06	+− .05	+− .07	+− .51	+− .71	+− .19
- .52	+− .09	++1.11	+− .55	− .61	+−1.09
- .35	− .34	+− .19	− .33	++ .33	+−1.14
-1.03	+− .72	−1.16	−1.14	++ .35	−1.28
- .19	++ .09	++ .38	+− .45	+− .08	+− .04
- .61	− .55	− .98	− .46	+− .42	− .55
.46	.36	.60	.64	.30	.96
ard Pupils and Parents					
- .68	+− .82	+− .94	++ .16	+− .09	+− .55
- .78	+− .41	+−1.30	+− .57	++ .33	− .63
-1.13	+− .95	+− .90	+− .45	+− .78	− .87
- .20	+− .11	+− .28	+−1.36	+− .32	−2.86
- .37	++ .11	++ .34	+− .57	++ .25	+− .78
- .13	++ .17	+− .58	− .64	+− .12	+− .32
-1.14	−1.13	−1.51	− .95	− .70	+−1.09
- .75	− .71	+− .43	− .71	++ .28	−2.00
- .30	− .32	+− .12	− .94	− .63	−1.23
- .22	− .36	−1.15	−1.41	+− .45	−2.28
.57	.51	.76	.78	.40	1.26

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++ .24	− .76	++ .05	+−2.64
++ .20	−1.12	+− .29	−1.10
++ .17	+− .02	++ .02	0 .23
++ .29	+− .26	+− .08	+− .31
+− .06	+− .69	+− .12	− .87
+− .11	+− .34	+− .02	+− .91
++ .08	+− .35	+− .12	+− .37
− .88	− .99	+− .12	− .14
− .70	++ .03	+− .46	+−1.90
+− .67	+− .11	− .86	+− .32
.34	.47	.21	.88
+− .69	+− .71	+− .01	− .68
++ .25	− .50	+− .09	+− .14
− .36	− .71	+− .18	− .96
++ .26	− .68	+− .01	− .60
++ .22	++ .02	++ .15	++ .37
− .92	− .99	− .24	−2.32
++ .30	+− .03	+− .09	+− .32
++ .24	+− .18	+− .06	− .64
0 .22	+− .07	++ .13	+− .18
0 —	+− .46	++ .17	+− .41
.35	.44	.11	.66
.52	.59	.26	.94

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